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ABSTRACT

Designed to measure the normal development of several of the elemental skills which children must acquire if they are to become skilled readers, this study involved the design and testing of batteries of tests to measure the various reading subskills identified. The battery consists of the following tests: visual, auditory, audiovisual, visual-motor, language background factors, test behavior and attitude, instructional exposure, and mastery. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph, "Measures for Research and Evaluation in the English Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Reading), title, authors, date, and age range (preschool, primary), and describes the instrument's purpose and physical characteristics.] (RB)

NCTE Committee on Research

The Research Instruments Project (TRIP)

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The attached document contains one of the measures reviewed in the TRIP committee monograph titled:

Measures for Research and Evaluation
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CS 201 324

Category: Reading

Title: Developmental Patterns in Elemental Reading Skills

Authors: R.G. Stennett, P.C. Smythe, Madeline Hardy, June Pinkney,
Ada Fairbairn

Age Level: Preschool - Primary

Description of the Instrument:

Purpose - to measure the normal development of several of the
elemental skills which children must acquire if they are to
become skilled readers.

Date of Construction - 1969-1973

Physical Description - Between 1969 - 1973, the Research Department
of the London Board of Education, with funding from the Canada
Council, was engaged in a study of developmental patterns in
elemental reading skills. The basic purpose of the project
was to isolate, measure, and study the normal development of
several of the elemental skills which children must acquire
if they are to become skilled readers. A significant aspect
of the study was the design and testing of batteries of tests
to measure the various reading subskills identified. The
battery is comprised of the following tests.

VISUAL

Visual Language Concepts
Concept of Letters
Letter Orientation
Visual Template
Recognition and Decoding
Visual Segmentation

AUDITORY

Auditory Language Concepts
Phoneme Span
Auditory Segmentation
Auditory Blending

AUDITORY/VISUAL

Letter Recognition
Letter Naming
Phoneme - Grapheme - Recognition
- Production

VISUAL/MOTOR

Eye movement - Cancelling
- Motor Speed

LANGUAGE BACKGROUND FACTORS

Language Interview

TEST BEHAVIOR AND ATTITUDE

Pupil Behavior Rating Scale

INSTRUCTIONAL EXPOSURE

Teacher Inventory

MASTERY

Silent Reading (Standardized)
- Word Recognition
- Comprehension
Oral Reading (Standardized)
Word Attack

During test construction and administration, attempts were made to control certain variables which might interfere with the accurate measurement of the child's ability. These are as follows:

1. In order to minimize clues which might reinforce correct response patterns, responses were recorded according to criteria other than correct/incorrect (e.g., a plus for a "yes" response rather than a plus for a correct response).
2. In order to elicit positive and negative responses equally,
 - a) the child was required to verbalize a "no" response as well as a "yes" response;
 - b) items were pointed out individually by the examiner (where possible) so that the child was required to look at each one; and
 - c) simple motor responses (button pushing) were used where oral responses might become tiresome and repetitive.
3. In order to maximize the child's understanding of the test requirements, test instructions were phrased very simply, and many examples were used.
4. The number of sensory channels both in the stimulus given and the response required were minimized.
5. In order to reduce the feelings of failure which many children must experience, they were told before each test that some items would be "too hard" and that "you might not be able to do all of them".

Visual Language Concepts: Subtest I tests knowledge of 19 visual language concepts related to a book while Subtest II tests knowledge of 21 visual language concepts related to words. In Subtest I the child is required to recognize several book related-concepts, e.g., page, cover, letter. Given a primary reader and a selected page in that reader, he is asked to

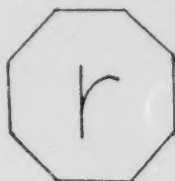
identify 19 elements, e.g., "Show me the back of the book."

In Subtest II, the child is required to make motor responses to demonstrate his knowledge of the first 11 word-related concepts. e.g., "Make a circle around the truck" "Put the baby above the bird". For the remaining items, the child is again presented with visual material and is asked to indicate the pictures, words or parts of words in order to demonstrate his understanding of the concept being tested. e.g., "Show me the last picture" "Show me the middle of this word".

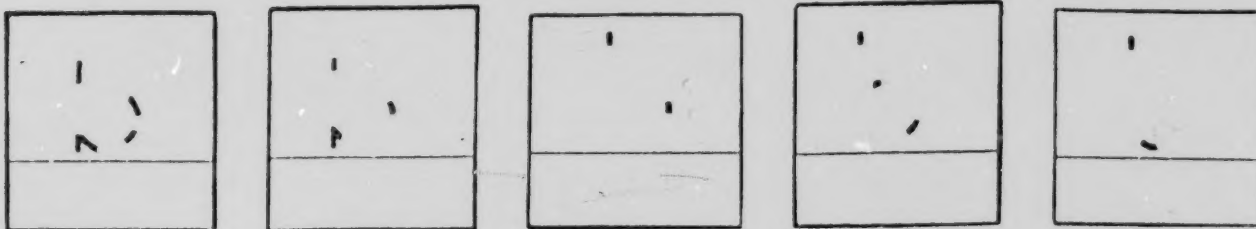
Concept of Letters: This test is in two forms, upper and lower case. In each form, the 26 letters are presented to the child on a printed response sheet, randomly mixed with 26 other symbols, including punctuation marks, numbers, geometric shapes, and other symbols. The examiner tells the child that some of the marks on the paper are real letters and some are not. Pointing to each in turn, he asks the child to make a Yes - No decision, recording only the positive responses.

y g 7 k ! d ☐ e n ☐ c . v

Letter Orientation: Each letter of the alphabet in both upper and lower case print as presented on an octagonal plastic chip 1/8 inch thick. A board with 6 raised lines representing a lined page is placed before the child. The letter chips are scattered face down in front of him and he is asked to pick up one at a time and put it "right side up" on the lined board. The concept "right side up" has previously been taught using chips displaying houses, trees and other familiar objects.



Visual Template: The 26 letters of the alphabet are randomized and presented five times to the child, in printed booklets, each subset of 26 in progressively more mutilated state. Five seconds are allowed for the child to respond with a letter name, and the test is discontinued when over half the letters in a subset are failed. The child responds either orally with a letter name, or by pointing out a letter from an available chart after the stimulus is removed. Since children tend to have trouble understanding the concept "pictures of letters with some parts missing," examples using partial pictures of common objects with transparent overlays which dramatically complete these pictures, help the child grasp the concept.



Visual Word Recognition and Decoding: In the Word Recognition Test, 75 sets of letters of 2, 3, and 4 letter lengths are projected by carousel projector on a rear projection screen at the maximum rate of 1 every 3 seconds. Only 15 of these are real words; the remainder are nonsense syllables. The child is asked to respond 'yes' or 'no' depending on whether or not he thinks the stimulus set is a real word.

1. he 2. imb 3. wiht 4. oll

For the Decoding Test, the sets of letters identified (either correctly or incorrectly) as real words on the Visual Recognition Test are presented one at a time. The child is asked to tell

what each one says. These tests were designed to be analyzed according to several different criteria: a) They offer a measure of the extent to which a child has developed a sensitivity to letter order, b) They are a type of sight vocabulary test, c) They offer a measure of the perceptual habits of the child, i.e., his tendency to be reflective or impulsive in his approach to word recognition and decoding.

Visual Segmentation: This 30 item test is composed of 15, five-letter and 15, seven-letter combinations. Each five-letter combination contains a digraph (2 adjacent letters) which occurs in the English language, while the seven-letter items each contain a trigraph. The digraphs and trigraphs are placed equally in the initial, middle and final positions. The remaining letters in each item are selected so that all other combinations, save for the target digraph or trigraph, are of very low frequency of occurrence. The test items are presented for a maximum of 10 seconds each, by means of a carousel projector and rear projection screen. The child is given a long handled fork with 2 prongs spaced for enough part to bracket the digraph or trigraph. The examiner asks him to use the fork to indicate the two or three letters he "remembers seeing before as part of a real word."

DIGRAPHS 1. c fr pd
 2. in p w u

TRIGRAPHS: 1. per jidb
 2. nmk ous

Auditory Language Concepts: This test is made up of 17 subtests each of which assesses the child's grasp of a specific auditory concept considered important in learning to read. Because of its length, it is administered in two sections.

The examiner tells the child to listen for a particular concept such as "word". The child then hears a number of examples of words, interspersed with other sounds such as letter names, letter sounds. He is asked to indicate the words by means of the simple motor response of pressing a button which lights a small bulb within the examiner's range of vision.

The response of button-pressing to indicate answers is a new one to most children and requires careful explanation and practice, using examples until the child has mastered the technique.

Phoneme Span: The child is presented with tape-recorded sets of phoneme strings which vary in length from 2 to 5 phonemes. Five subtests each include 1 category of sound (e.g., consonants, digits, short vowels, long vowels, and multiply-represented consonants) and are each limited to 5 randomly used examples of that category of sound. Each subtest is made up of 4 sets of increasing length, with 3 trials in each set. This test originally included the 4 categories of phonemes intermingled but it was felt desirable to separate them to be able to compare the influence of the memory component in reproducing sequences of sound, and the results were used to statistically partial out this source of variability, leaving "familiarity" as the probable chief variable.

Consonants	<u>n</u> o	<u>t</u> o			
	<u>t</u> o	<u>n</u> o	<u>d</u> o	<u>r</u> an	
Digits	4	1			
	1	4	2	3	
Short Vowels	<u>i</u> ll	<u>a</u> dd			
	<u>a</u> dd	<u>i</u> ll	<u>u</u> p	<u>o</u> dd	
Long Vowels	<u>i</u> le	<u>a</u> le			
	<u>a</u> le	<u>i</u> ce	<u>c</u> ube	<u>o</u> ld	
Mult. Rep. Consonants	<u>g</u> un	<u>c</u> at			
	<u>c</u> at	<u>g</u> un	<u>z</u> ip	<u>j</u> ug	

Several attempts were made to construct a test which would better assess the child's acquisition and strength of an auditory concept or "template" for each of the common phonemes. Embedding the different target sounds in varying degrees of white noise produced unsatisfactory results; measuring latency of responses in simple repetitions of nonsense syllables with target phonemes embedded was also unsatisfactory. The latest attempt, successfully pilot-tested for variability, is a test of auditory template strength in which a taped voice presents a phoneme, followed by a string of 6 nonsense syllables (CVC's and VCV's) in 3 of which is embedded the target phoneme. The child is asked to indicate the presence of the target items by pressing a button with attached light bulb. Statistical analysis of the pilot results shows no correlation with phoneme span results, but some positive correlation with certain measures of reading mastery.

The child's auditory concept development for the common phonemes is regarded by the authors as a very important subskill.

An abbreviated form of the Phoneme Span test is probably the most satisfactory measure of this skill presently available. However, further developmental work in this area is required.

1. j jat gur ado lej oji nir
2. ā ile ādo jāt ibo miz idā

Auditory Segmentation: This test consists of 3 subtests of 15 items each -- sentences into words, words into syllables and words into phonemes. The words in all tests were chosen on the basis of familiarity and ease of articulation. The child hears each stimulus sentence or word from the tape recorder, and is asked to repeat it and then "say it in parts."

e.g., John likes candy	--	John.....likes.....candy
e.g., over	--	o.....ver
e.g., each	--	ea.....ch

Before each subtest, the child is given practice in segmenting items similar to those on the test.

Auditory Blending: This 40-item test consists of 3 subtests, compound words to words, syllables to words and phonemes to words. The child hears each stimulus set of word parts from the tape recorder and is asked to put the parts together to make a word. Before each subtest, the child is given practice in blending items similar to those on the test.

The earliest version of the test contained only 2 item types, i.e., syllables to words, and phonemes to words. In this original test, also, the phonemic composition of the items was carefully controlled, with careful attention paid to the number and arrangement of the various elements, e.g., vowels, consonants, blends, digraphs, etc. in each item. This procedure

was somewhat non-productive in analysis due to the small number of items in each category available for purposes of comparison. Analysis of results suggests that the ability to blend compound words may be a different ability than that assessed by the rest of the test and should, therefore, be omitted.

high - way

but - ter

s - ee

Letter Recognition (Allographs): The test is presented in 2 subsets, one of upper case and one of lower case print. Eighty boxes, each containing 3 letters are presented to the child, and a different target letter is requested each time. The child must indicate by saying "yes" or "no" whether the target is one of the 3 letters in the box. If the target letter is present, he is to mark it with his pencil.

The 3 letters in each box were chosen to be as visually dissimilar as possible in order to minimize the visual discrimination requirements of the test.

G N Y

W Q E

H T B

P I M

v l a

y f d

j l d

t r w

Letter Naming: The child is shown, one at a time, each letter of the alphabet printed in primary type, and is asked to give its name. Upper and lower case letters are given in separate subtests, and a maximum of 3 trials may be given.

Phoneme-Grapheme Recognition: Thirty-three sets of 5 graphemes are shown separately to the child by means of a carousel projector and rear projection screen. After each set is presented, the child immediately hears a tape-recorded phoneme and is asked to "point to the letter that makes that sound." The position of the correct response is randomly assigned among the 5 available positions. In order to minimize the visual discrimination requirements of the test, graphemes representing incorrect responses are selected so that they are as visually dissimilar to the correct grapheme as possible. The child's score is the number of correct phoneme-grapheme associations made in 3 trials.

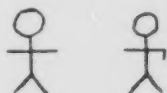
	Trial 1	Trial 2	Trial 3
g	i g u t r	l u g t r	i u t g r
y	l a y c q	y a l c q	a l q c y

Grapheme-Phoneme Production: The child is presented with each of the 26 (lower case) printed letters of the alphabet in random order, and asked, "What sound does this letter make?" The 8 letters which represent more than one sound (a, e, i, o, u, c, s, g) are repeated with the question "Can you think of another sound that this letter sometimes makes?" Responses are recorded phonetically by the examiner.

In its initial formulation this test required recognition rather than production of a sound. The child was presented with a taped sound and a projected letter and asked to indicate whether or not the sound he heard "went with" the letter he was

being shown. Three presentations of the 33 letters were made, each letter being paired with its correct phoneme on only one of the 3 presentations. The present form of the test, requiring production rather than recognition, appears closer in nature to the decoding process as it actually occurs in reading.

Eyemovement - Cancelling: This test consists of 2 pages of small stick figures spaced randomly in several straight rows. They are introduced to the child as "boys" and the target boys are identified as having "something in their hands", while the others do not.



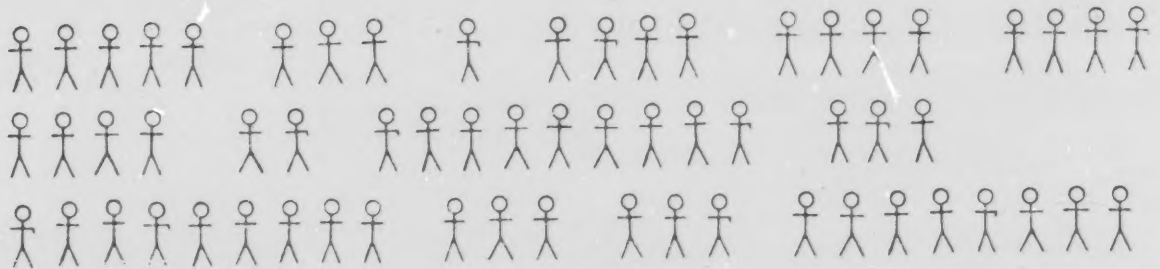
The child is asked to put a mark with his pencil through each of the target figures, using left to right progression as in reading sequence. A record is kept of each time the left to right sequence is reversed, or a line is skipped. A time limit of 40 seconds is given.

This test was created in an attempt to find a substitute for eye-movement photography as a valid method of measuring simple oculomotor skills. The stick figures were arranged and designed so that cognitive, discriminative and gross motor requirements would be minimized, and the major source of variability in performance would be related to simple oculomotor skill. Subsequent studies concluded that psychomotor tests such as this probably could not be used as substitutes for direct eyemovement measures. However, the test does provide a measure of visual motor performance and was included in the present battery to further explore the relationships of

visual motor performance to other elemental skills involved in learning to read.

Eyemovement-Motor Speed: This test consists of 2 pages of small stick figures spaced randomly in several straight rows. They are introduced to the child as "boys", and he is asked to put a mark with his pencil on every boy, using left to right progression as in reading sequence. A record is kept of each time the left to right sequence is reversed, or a line is skipped. A time limit of 40 seconds is given.

This motor task does not require the discrimination necessary for the cancelling test, and performance is therefore a purer measure of psychomotor speed and eye-hand coordination.



Language Background Interview: This structured interview was developed on the basis of the Gray and Klaus scheme in order to explore the home environmental factors related to the development of reading skills. It was designed in order to compare high and low socioeconomic status groups of children for 69 variables, including the quantity of media stimulation

in the home and the quality of verbal interaction between mother and child. A measure of mean sentence length was also obtained as an indicator of the child's general language development.

There are 5 major sections:

1. Questions dealing with exposure to non-human stimulation in the home. "Do you watch T.V.; go to the library.....?"

2. Questions dealing with the types of interaction a child has with his various family members. "Who teaches you the most new things?"

Responses to the first 2 sections are recorded by the examiner. The remainder of the interview is tape-recorded.

3. This section consists of showing the child a picture and asking him to talk about it for 2 or 3 minutes. The object is to obtain a measure of general language development.

4. This section explores the amount and kind of verbal reinforcement in the home. Does a child's mother typically respond to him in a verbal or non-verbal fashion? Is her response specific or general?

5. The questions in this section were designed to elicit perceptions of the expectations the child's mother and teacher have for him concerning his actions in school. Is behaviour or learning stressed?

The specific relationships between the home environmental variables and the results of the tests of reading skill are outlined by Caccamo in an unpublished thesis.

Pupil Behavior Reaction Sheet: At the end of each testing session the examiner evaluated the child's attitude and

behaviour during the session and recorded these judgments on a series of six rating scales. Variables such as attention, impulsivity, and rapport with the examiner were included.

Teacher Inventory: In any study of developmental patterns, it is necessary to attempt to differentiate between the effect of natural growth and that of instruction. With the cooperation of the nine classroom teachers involved in the study an instructional inventory was developed. The inventory, which contained items related to all areas of the pre-reading and reading programs, was completed by the teachers at the end of each month. During the hour required for completion of the inventory one of the test administrators involved in the study took responsibility for the classes, in turn. The teachers were asked to indicate concepts to which the children had been exposed, not those which they had mastered. Information reported by the teachers was summarized at three intervals, October, February, and June.

Word Attack: This 73 item test is divided into 6 subtests of varying length. The target items are nonsense words which the child is asked to decode. Both response and latency of response are recorded. Five of the subtests are designed to measure 3 main word analysis skills:

- comparison to known words
- structural analysis
 - (a) compound words
 - (b) little words in big
 - (c) root words, prefix, suffix and inflectional ending
- phonic analysis and phonic generalizations

The child is first taught that most of the words he is going to see will be "funny" words, i.e., nonsense words. He is asked to "try and figure out what they say". After each test, a more specific inquiry is made for each nonsense word to which a response was given.

The remaining subtest contains items from each of the other subtests in random order and is designed to assess the child's flexibility in his word attack strategy. In this subtest only, the child is required to explain how he knew what the nonsense word said - "How did you figure out what that one said?"

Since the completion of the 1971-72 testing, pilot testing of a revised and expanded version of the Word Attack Test has been undertaken. The subtest for "Compound Words" was deleted as there was not sufficient variability of performance among the subjects. "Phonic Generalizations and Analysis" subtest was divided into 2 subtests and each was expanded. Two new tests "Add, Delete and Rearrange" and "Sound Substitution" were added. The other 2 tests were both expanded, and an item analysis was done on all the items within the revised test battery.

The instructions and the administration of the tests were altered and simplified. Suggestions for converting the individual tests to group test format are given by the author and may be obtained with the tests.

Validity, Reliability, and Normative Data:

The tests have been administered to varying numbers of children in Kindergarten to grade four between the years 1969 - 1973. On the basis

of findings, tests were frequently modified before being readministered. Data on the results of the various test administrations may be found in the Related Documents listed below. Validity for the tests appear to be of two main types - content, and concurrent. Prior to construction of the tests an exhaustive review of existing scientific knowledge about beginning reading was made. By 1972, at least 1500 relevant research studies had been reviewed by the research team and analyzed in terms of the skills required for mastery in beginning reading. The various tests were constructed to reflect a knowledge of these skills. The relationship between scores on the tests constructed and a mastery of beginning reading was established by correlating results on the Developmental Patterns in Elemental Reading Skills with a standardized oral reading and a standardized silent reading test.

Ordering Information:

EDRS

Related Documents:

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BEGINNING READING PROJECT:
TEST DEVELOPMENT AND ADMINISTRATION

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EDUCATIONAL RESEARCH SERVICES

BOARD OF EDUCATION, LONDON, ONTARIO

July, 1973

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TEST DEVELOPMENT AND ADMINISTRATION

Between 1969 and 1973 the Research Department of the London Board of Education, with funding from the Canada Council, was engaged in a study of developmental patterns in elemental reading skills. The basic purpose of the project was to isolate, measure, and study the normal development of several of the elemental skills which children must acquire if they are to become skilled readers. A significant aspect of the study was the design and testing of batteries of tests to measure the various reading subskills identified. Major stages in test development are outlined briefly and chronologically below.

1969-70

In May and June of 1970, two projects were undertaken. The first consisted of administering a battery of 11 newly developed tests to 200 children enrolled in kindergarten to grade three. The second project involved testing 100 children in grades one to four with a speech sound discrimination test.

1970-71

In October of 1970 about 75 children in kindergarten and grade one were given revised versions of 2 tests from the original battery of 11.

In January of 1971, 20 children enrolled in kindergarten to grade three were given pilot versions of 16 newly developed or revised elemental skill tests. In addition, 100 children in grades three and four were given a series of pilot test items designed to assess their knowledge of lower-case letters. Between January and April a major project involving 100 children in grades one to four was done in the area of eye movement.

During May and June 1971 16 tests were administered to 160 children in kindergarten to grade two. During the summer these tests were revised and new subtests added.

All of the work described above was done in Emily Carr, Chesley Avenue, C. C. Carrothers and Lorne Avenue schools.

1971-72

During the school year 1971-72 a battery of 15 tests was administered to 120 kindergarten and grade one children at Mountsfield, Orchard Park, Sir John A. Macdonald, and Merwin Heights schools. The test battery given in October was repeated in February and May-June.

The three schools in the study were chosen to represent groups of differing socioeconomic status (SES). A structured interview was administered as part of the May-June battery to explore the amount and kind of language stimulation in the home.

The May-June test battery included three tests of reading mastery, i.e., a standardized group test of comprehension and word recognition, an individual standardized oral reading test, and a newly developed test of word attack strategy.

An inventory of instructional concepts to which the children had been exposed was completed by each of the teachers at the end of each month during the school year. On the basis of these inventories, descriptions were made of the reading programs presented in the classrooms.

1972-73

The study was extended in 1972-73 to include a lower SES sample of subjects. In October and May, a battery of 9 tests plus the structured language background interview was administered to 27 kindergarten students chosen to represent the lowest available socioeconomic status, according to the Blishen scale.

In the winter months of 1972-73, work was begun on a revised and expanded version of the word attack test (a mastery test used in the 71-72 study). A sight vocabulary test was constructed and administered to 100 grade one and two students at C. C. Carrothers, Empress, and Oxford Park schools. Fifteen students were chosen from this group on the basis of their Sight Vocabulary scores (5 high, 5 middle and 5 low) and both the revised word attack test and a newly constructed test of Auditory Template Strength were administered to them.

In May of 1973, the 120 children who had been tested the year before were relocated, and the 91 available children were again tested for mastery of word recognition and comprehension.

GENERAL POINTS IN TEST CONSTRUCTION AND ADMINISTRATION

During test construction and administration, attempts were made to control certain variables which might interfere with the accurate measurement of the child's ability.

1. In order to minimize clues which might reinforce correct response patterns, responses were recorded according to criteria other than correct/incorrect (e.g., a plus for a "yes" response rather than a plus for a correct response).
2. In order to elicit positive and negative responses equally,
 - a) the child was required to verbalize a "no" response as well as a "yes" response;
 - b) items were pointed out individually by the examiner (where possible) so that the child was required to look at each one; and
 - c) simple motor responses (button pushing) were used where oral responses might become tiresome and repetitive.
3. In order to maximize the child's understanding of the test requirements, test instructions were phrased very simply, and many examples were used.
4. The number of sensory channels both in the stimulus given and the response required were minimized
5. In order to reduce the feelings of failure which many children must experience, they were told before each test that some items would be "too hard" and that "you might not be able to do all of them".

DEVELOPMENTAL PATTERNS IN ELEMENTAL READING SKILLS

TEST BATTERY

VISUAL

Visual Language Concepts
 Concept of Letters
 Letter Orientation
 Visual Template
 Recognition & Decoding
 Visual Segmentation

AUDITORY

Auditory Language Concepts
 Phoneme Span
 Auditory Segmentation
 Auditory Blending

AUDITORY/VISUAL

Letter Recognition
 Letter Naming
 Phoneme-Grapheme - Recognition
 - Production

VISUAL/MOTOR

Eyemovement - Cancelling
 - Motor Speed

LANGUAGE BACKGROUND FACTORS

Language Interview

TEST BEHAVIOR AND ATTITUDE

Pupil Behavior Rating Scale

INSTRUCTIONAL EXPOSURE

Teacher Inventory

MASTERY

Silent Reading (Standardized)
 - Word Recognition
 - Comprehension
 Oral Reading (Standardized)
 Word Attack

NOTE: In the summary which follows, each of the above tests is treated separately in terms of the subskills tested in each, the sensory channels involved, and the brief description of the test. Where possible, pertinent comments regarding the history of the development of the test are included and in each case complete test instructions, response sheets, and paper stimulus materials are supplied.

V I S U A L

VISUAL LANGUAGE CONCEPTS

SUBSKILLS

- Subtest I - Knowledge of 19 visual language concepts related to a book.
- Subtest II - Knowledge of 21 visual language concepts related to words.

CHANNELS USED

- Stimulus - visual and auditory
- Process - visual and auditory recognition
- Response - motor

TEST DESCRIPTION AND PROCEDURE

In Subtest I the child is required to recognize several book-related concepts, e.g., page, cover and letter. Given a primary reader and a selected page in that reader, he is asked to identify 19 elements, e.g., "Show me the *back* of the book."

In Subtest II the child is required to make motor responses to demonstrate his knowledge of the first 11 word-related concepts.

- e.g., "Make a *circle* around the truck."
- e.g., "Put the baby *above* the bird."

For the remaining items he is again presented with visual material and is asked to indicate the pictures, words or parts of words in order to demonstrate his understanding of the concept being tested.

- e.g., "Show me the *last* picture."
- e.g., "Show me the *middle* of this word."

COMMENTS

Initially this test involved both recognition and production of the concepts. Children were asked not only to find a letter on a page, but also to respond with the word 'letter' when a letter was pointed out with the question "What is this?" For concrete items such as 'letter', 'page' and 'word', there was found to be no significant difference between the child's ability to recognize or produce. It was felt, however, that the production task did not fully elicit the child's actual knowledge of the more difficult concepts. The final version of the test, then, involves only recognition tasks.

VISUAL LANGUAGE CONCEPTS

- 7

Instructions

(Note: In the May/June 1972 testing grade 1 Ss began Subtest 1 at item 8 and Subtest 2 at item 15.)

SUBTEST 1

Subtest 1 explores the child's knowledge of nineteen concepts related to a book.

Trial 1

A copy of Come Along With Me and a pointer are required. E says...
"I am going to show you something."

1. Holding the book, and rotating it slightly in front of the child, E asks.... "What is this?" (Book, reader, or Come Along With Me are acceptable responses.) Child's response is scored as follows: correct (+), incorrect (-), no response or don't know(?).

If child is unable to respond or responds incorrectly E should hold up a pencil and ask, "What is this?" and then hold up the book again, asking, "What is this?" If the pencil inquiry is necessary, indicate on the answer sheet with (?), followed by second response (+, -, or ?).

Other concepts are tested, as follows:

2. "Show me the front of the book. Point to it."
3. "Show me the title of the book." (Title on cover or on title page is acceptable.)
4. "Show me the back of the book." (Either the back cover or the spine of the book is +.)
5. "Show me the cover of the book." (Either front or back cover is +.)
6. "Show me a page in the book." (+ is scored if child opens the book and points to or lifts a page.)
7. "Turn a page in the book."

E opens book to page 119, covers page 118 with a plain-covered book and indicating page 119 with a sweeping motion of the hand over the page, says....

8. "Show me the title on this page."
9. "Show me the bottom of the page." (Either the space at the bottom or the last line of print is +.)

10. "Show me the left side of the page."
11. "Show me the top of the page." (Either the space at the top or the title is +.)
12. "Show me the right side of the page."
13. "Show me a line on this page." (Child must indicate that he recognizes a line of print, and must point to more than the first word in a line. If there is any uncertainty, say.... "Show me all of the line.")
14. "Show me a word on this page." (E gives child a pointer.) "Make your pointer go around the word."
15. "Show me a letter on this page." (Use pointer.) "Make your pointer go around the letter."
16. "Show me a capital letter on this page." (Use pointer.) "Make your pointer go around the capital letter."
17. "Make your finger go across the page, starting here." (E points to the word But, line 6.)
18. "Show me a consonant on this page." (Use pointer.) "Make your pointer go around the consonant."
19. "Show me a vowel on this page." (Use pointer.) "Make your pointer go around the vowel."

Two easy items are to be given in order to provide success for the child. These are unscored. E turns to Page 121 of Come Along With Me and says....

"Show me the frog."

"Show me the turtle."

Trial 2

A copy of Mr. Whiskers and a pointer are required. Instructions and scoring procedures are similar to Trial 1, with the following exceptions:

Concepts 8 to 17 - Page 67 of Mr. Whiskers.

Concept 17 - E points to the word The, line 6.

Easy items at end - Page 67 of Mr. Whiskers.

E says: "Show me the man."
"Show me the fence."

Trial 3

A copy of On My Way and a pointer are required. Instructions and scoring procedures are similar to Trial 1, with the following exceptions:

Concepts 8 to 17 - Page 75 of On My Way.

Concept 17 - E points to Good, line 4.

Easy Items at end - Page 75 of On My Way.

E says: "Show me the store."

"Show me the car."

SUBTEST 2

Subtest 2 explores the child's knowledge of twenty-one visual language concepts related to words. Two test sheets, a cut-out, a marking pen, a pointer, and a template are required for each trial.

Trial 1

E places the first test sheet of pictures for Trial 1 before the child and says....

"What is this?", pointing to each picture in turn. If the child can not name the pictures, E tells him and repeats the procedure until he can name them. E then gives the child a cut-out of a baby and says....

1. "Put the baby under the bird."
2. "Put the baby beside the bird." (Either side is +.)
3. "Put the baby over the bird." (Either above or on top of is +.)
4. "Put the baby below the bird."
5. "Put the baby above the bird."
6. "Put the baby on top of the bird." (Either on top of or above is +.)
7. "Put the baby between the truck and the chair." E gives child the marking pen.
8. "Make a box around the bird."
9. "Make a circle around the truck."

10. "Underline the chair." If child does not respond, say.....
"Draw a line under the chair." If inquiry is necessary record (?) on answer sheet, #10.

11. "Draw a line through the house."

E places the second test sheet of pictures and words before the child and covering the words with a template, says....

"Here are some pictures." (E points to the four pictures in turn, from left to right.)

12. "Show me the last picture. Point to it."

13. "Show me a space between the pictures." (+ is scored if child places his finger in any one of the three spaces between the pictures.)

14. "Show me the first picture."

E covers the pictures and the six words at the bottom of the page, with the template, draws the child's attention to the word in the middle of the page, and gives the child a pointer.

15. "Show me the end of this word." (+ is scored if child points to g.)

16. "Show me the beginning of the word." (+ is scored if child points to p.)

17. "Show me the middle of the word." (+ is scored if child points to a, y, or i.)

E covers the top of the page and draws the child's attention to the six words at the bottom.

18. "Show me a little word." (+ for up, oh, or to.)

19. "Show me a long word." (+ for surprise, something or snowball.)

20. "Show me a big word." (+ for surprise, something or snowball.)

21. "Show me a short word." (+ for up, oh, or to.)

Trial 2

Instructions and scoring procedures are similar to Trial 1, with the following exceptions:

- Concepts 1 to 6 - substitute bird for baby and house for bird.
- Concept 7 - "Put the bird between the chair and the baby."
- Concept 8 - "Make a box around the house."
- Concept 9 - "Make a circle around the chair."
- Concept 10 - "Underline the baby."
- Concept 11 - "Draw a line through the truck."

Trial 3

Instructions and scoring procedures are similar to Trial 1, with the following exceptions:

- Concepts 1 to 6 - substitute chair for baby and truck for bird.
- Concept 7 - "Put the chair between the house and the bird."
- Concept 8 - "Make a box around the truck."
- Concept 9 - "Make a circle around the house."
- Concept 10 - "Underline the bird."
- Concept 11 - "Draw a line through the baby."





looking

window

on

wagon

woman

me

in

CONCEPT OF LETTERS

SUBSKILLS

Ability to recognize *letters* as a class of symbols, as distinct from others that are *non-letters*, such as punctuation marks, numbers, or random shapes.

CHANNELS USED

Stimulus - visual
Process - visual recognition
Response - oral

TEST DESCRIPTION AND PROCEDURE

The test is in two forms, upper and lower case. In each case, the 26 letters are presented to the child on a printed response sheet, randomly mixed with 26 other symbols, including punctuation marks, numbers, geometric shapes, and other symbols.

The examiner tells the child that some of the marks on the paper are real letters and some are not. Pointing to each in turn he asks the child to make a Yes - No decision, recording only the positive responses.

COMMENTS

Originally, the child was asked to mark the 'letters' himself, but the differences in motor ability and attention span in these very young children interfered with the main skill being tested.

CONCEPT OF LETTERS

Instructions

Enter the student's full name, grade and date in the appropriate spaces on the test form.

Record the total time taken to administer the test (including gaining rapport, instructions, etc.) to the nearest minute. Use a stop-watch for this purpose. Start the watch when the youngster enters the testing room and stop it when he leaves. Record the time on the answer sheet immediately underneath the student's name.

When the student is settled and ready, say....

"Here is a sheet of paper with some marks on it. Some of the marks are real letters and some are not. I am going to point to each mark and I want you to tell me if it is a real letter or not. If you think that it is a real letter say 'yes'. If you think that it is not a real letter say 'no'. If you are not sure you should guess."

If child says 'yes', E should mark the symbol with a horizontal stroke (|).

It is especially important during this test that E does not signal to the child the "correctness" or "incorrectness" of his responses.

In the event that more than one trial of this test is given, E should number the student's answer sheets accordingly.

STN:

NAME: _____ GRADE: _____ DATE: _____

UPPER CASE

\$ H W 2 D ; O ✨ ... J ☐ T ∞

1 G ☐ R ☐ A # X A 8 L C "

E = P Z £ I 6 U Q ☐ B H Y

V N ☐ ? K 5 , S ☐ M ☐ F ☐

STN:

--	--	--	--

NAME: _____ GRADE: _____ DATE: _____

LOWER CASE

y g 7 k ! d ☐ $\oplus$ n ☐ c . v

$\frac{1}{2}$ a Π x f 9 $\uparrow$ j b $\pounds$ $\equiv$ o $\div$

: h s & w ☐ l b i 4 - r e

p $\equiv$ m 3 $\bowtie$ q z " $\equiv$ u t ∇ $\oplus$

LETTER ORIENTATION

SUBSKILLS

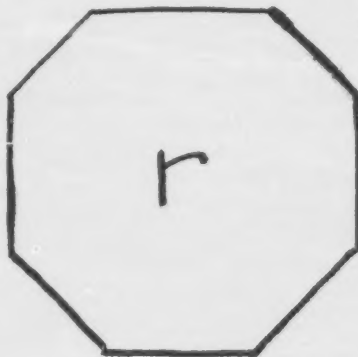
Ability to correctly orient each of the 26 lower and upper case letters. Knowledge of letter names is not necessary for this task.

CHANNELS USED

Stimulus - visual
Process - visual spatial orientation
Response - motor

TEST DESCRIPTION AND PROCEDURE

Each letter of the alphabet in both upper and lower case print is presented on an octagonal plastic chip 1/8" thick. A board with 6 raised lines representing a lined page is placed before the child. The letter chips are scattered face down in front of him and he is asked to pick up one at a time and put it "right side up" on the lined board. The concept "right side up" has previously been taught using chips displaying houses, trees and other familiar objects.



COMMENTS

This test was developed during the pilot testing of a paper and pencil test designed to measure letter orientation. The paper and pencil test primarily involved recognition, the task being to pick out the correct orientation of each letter from among several incorrect ones. In the final version, the test became one of production, a more accurate assessment of this skill.

LETTER ORIENTATION

Instructions

E shows child chip with picture of house on it and says.....

"See this picture? What is it?"

"Yes, it's a house. See how many ways I can put the house on this line."

E places chip on board in each of the 8 possible locations, stopping briefly at each, and then removes the chip.

E then give chip to child in an incorrect orientation and says....

"Show me how you would put the house so that it is sitting right side up on this line."

If child places the chip correctly, E says.....

"That's it.....it's right side up now and sitting straight up on the line."

If child places chip incorrectly, E says.....

"No.....the house must go right side up.....like this." E demonstrates. "See how I've put it so that it sits straight on the line."

E gives child chip in incorrect orientation and asks him to do it again.

This same procedure is repeated with the second chip which carries a picture of a tree.

When E is satisfied that child understands what is required, E places the 26 letter chips upside down in a scattered pile in front of the child and places the white board beside them.

E, pointing to the pile of letter chips, says.....

"These chips have letters on them.....the kind of thing you've seen in stories in books. I want you to put them right side up so they are sitting straight on these lines. They are all letters and there is only one of each."

Take one at a time and put it on the line so it's right side up."

If child hesitates, E encourages him to guess. If the child leaves a chip resting on a corner, E points it out to him and says.....

"That one isn't straight yet.....make it sit straight on the line."

As the child places the chips E scores his performance as follows:

.....correct response = +

.....incorrect response (any orientation other than the correct one, including the second of any duplication) = -

When student has finished all of the letters and his responses have been tabulated, E removes all of the letters and turns them face down in a pile.

For each set of "correct", "duplicate" letters the child creates (i.e., u-n, w-m, b-q, d-p), E hands one of the pair to the child, face down, and says.....*"Do this one again."*

E scores child's response as + or - and has child remove chip and place it face down on the desk.

E now hands child the duplicate of that letter, says.....*"Here is a different letter. Do this one too."* and scores his response as + or -.

If child still cannot create a new orientation for the duplicate letter, E puts the first letter on the board in the same orientation as the child's last correct one and hands him the second letter and says.....

"See if you can make another letter that is not the same as that one." (E points to letter on the board.)

E scores response as + or -.

The child is given three trials (with lower case letters) of the entire test using the above procedure.

The same procedures are used for testing his knowledge of the orientation of upper case letters.

VISUAL TEMPLATE

SUBSKILLS

Strength of a child's visual concept of the lower case letters of the alphabet. The child is shown part of a letter and is asked to guess which one it is.

The test assumes: (1) that as a child gradually consolidates a visual concept or template of each letter, he can recognize and retrieve it more easily from memory; (2) as the concept becomes stronger, he needs to see only part of the letter in order to recognize it; and (3) the stronger the concept, the smaller is the part of the letter that will trigger his recognition and retrieval responses.

CHANNELS USED

Stimulus - visual
Process - visual recognition and visual memory
Response - oral and/or motor

TEST DESCRIPTION AND PROCEDURE

The 26 letters of the alphabet are randomized and presented five times to the child, in printed booklets, each subset of 26 in progressively more mutilated state. Five seconds are allowed for the child to respond with a letter name, and the test is discontinued when over half the letters in a subset are failed.

The child responds either orally with a letter name, or by pointing out a letter from an available chart *after* the stimulus is removed.

Children tend to have trouble understanding the concept "pictures of letters with some parts missing." Examples using partial pictures of common objects, with transparent overlays which dramatically complete these pictures, help the child to grasp the concept.

COMMENTS

The choice of items for this test followed a long period of item creation and tryout. Originally 10 progressively mutilated versions of each letter were created, with the unique characteristics of each letter preserved as long as possible in the mutilations. These were administered as a group test to grades three and four students and only items which satisfied certain statistical criteria were chosen for inclusion in the final version. These items were cross-validated in additional group and individual tests.

Items for inclusion in the final test were graded for difficulty. Five items for each letter were selected which differed significantly in level of difficulty. The final items were randomized differently for each of the 5 subsets.

A somewhat different test to assess the strength of "visual template" was pilot tested but not used further. This was a speed test of letter naming in which response latencies were measured. The test was abandoned as too cumbersome and inadequate in separating the visual and auditory components of the task.

Instructions

This test consists of 5 subsets of items. A student may be given from 1 to 5 subsets, depending upon his grade placement.

Enter student's full name, grade and date in the appropriate spaces on the test form.

Record the total time taken to administer the test (including gaining rapport, instructions, etc.) to the nearest minute. Use a stopwatch for this purpose. Record the time on the answer sheet immediately underneath the student's name.

When the student is settled and ready, say....

"I am going to show you a picture of something with some parts missing. Can you tell me what it is?" E places cardboard in front of child with overlays folded in back.

If child answers correctly - E folds over all overlays one at a time, to show child he is correct and goes on to the next practice item.

If child answers incorrectly - E pulls over first overlay and says.... or makes no response *"Now can you tell me what it is?"*

If child still does not know what it is, E folds over last overlay and says.... *"Now tell me what it is."*

Repeat procedure for horse, baby, house, cat, aeroplane.

"Now, there are some more pictures in this book and they are all pictures of letters that have some parts missing. Each time I turn the page, you will see a picture of a letter that has some parts missing.

Because we have a lot of letters to look at, you can only look at each one for a short time."

E puts alphabet chart in front of child.

"Here's what the letters look like when there are no parts missing. They are all small letters like these (E points). They are always right side up....just like these....but they won't be in the same order as these.... they'll be all mixed up."

"Some of the letters will have so much missing it'll be hard to know what they are....so....don't feel badly if you can't get them all. Just try your best to get as many as you can."

If you think you know what the letter is but you don't remember its name, turn over the chart and point it out to me." (Chart is shown to the child only for purposes of identifying a letter. At all other times it is turned from the child's view.)

"When you look at a letter and you know what the letter's name is, tell me.

"If you don't know what the letter is, tell me and we'll go on to the next letter."

"O.K.?" (If necessary, repeat directions.)

"Let's look at the first letter. (E shows first item). Do you know what this letter is?"

If child gives a letter name, record on the answer sheet.

If child requires the chart, show it to him covering the letter in the booklet until he has selected a letter, record his response on the answer sheet, circle it, and turn the chart from his view.

If child does not give a response in 4-5 seconds, E says.... "O.K. Let's try the next one." and records a dash opposite that item on the answer sheet.

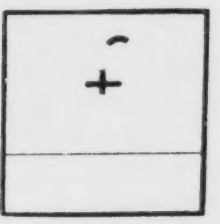
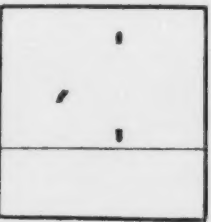
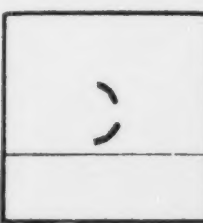
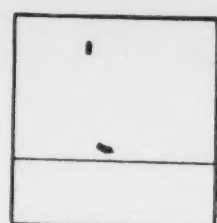
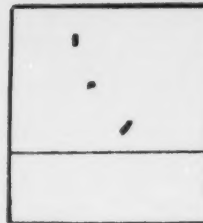
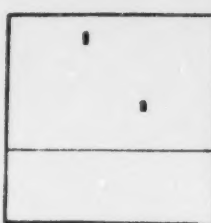
If a child gives two responses to an item (e.g., says "b or d") ask him to decide which one.

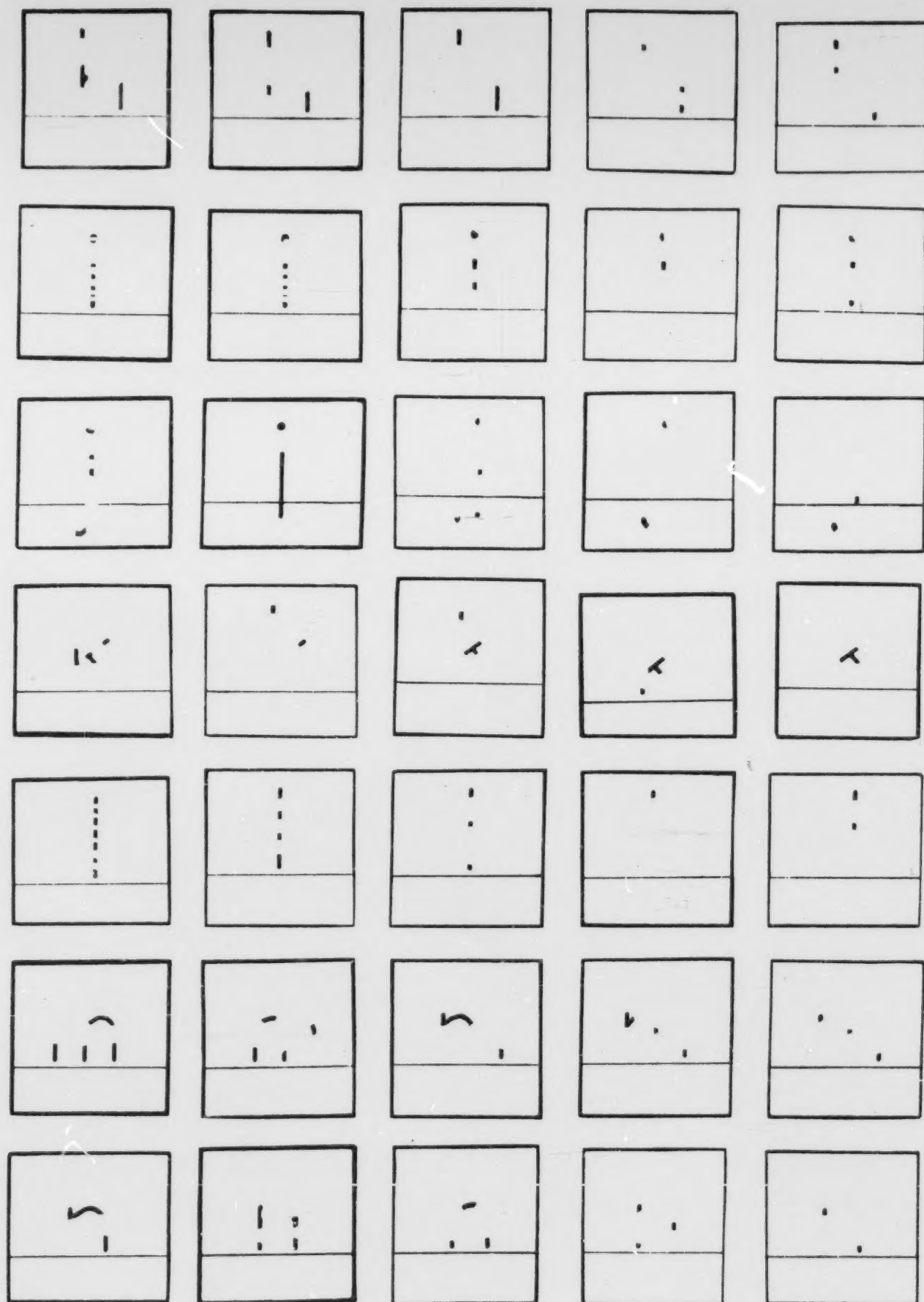
If he identifies a letter as a capital (e.g., It's a capital (big) 'a') or a letter in an incorrect orientation (e.g., It's an upside down K), remind him that all the letters are little ones or that all the letters are all right side up.

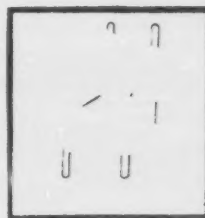
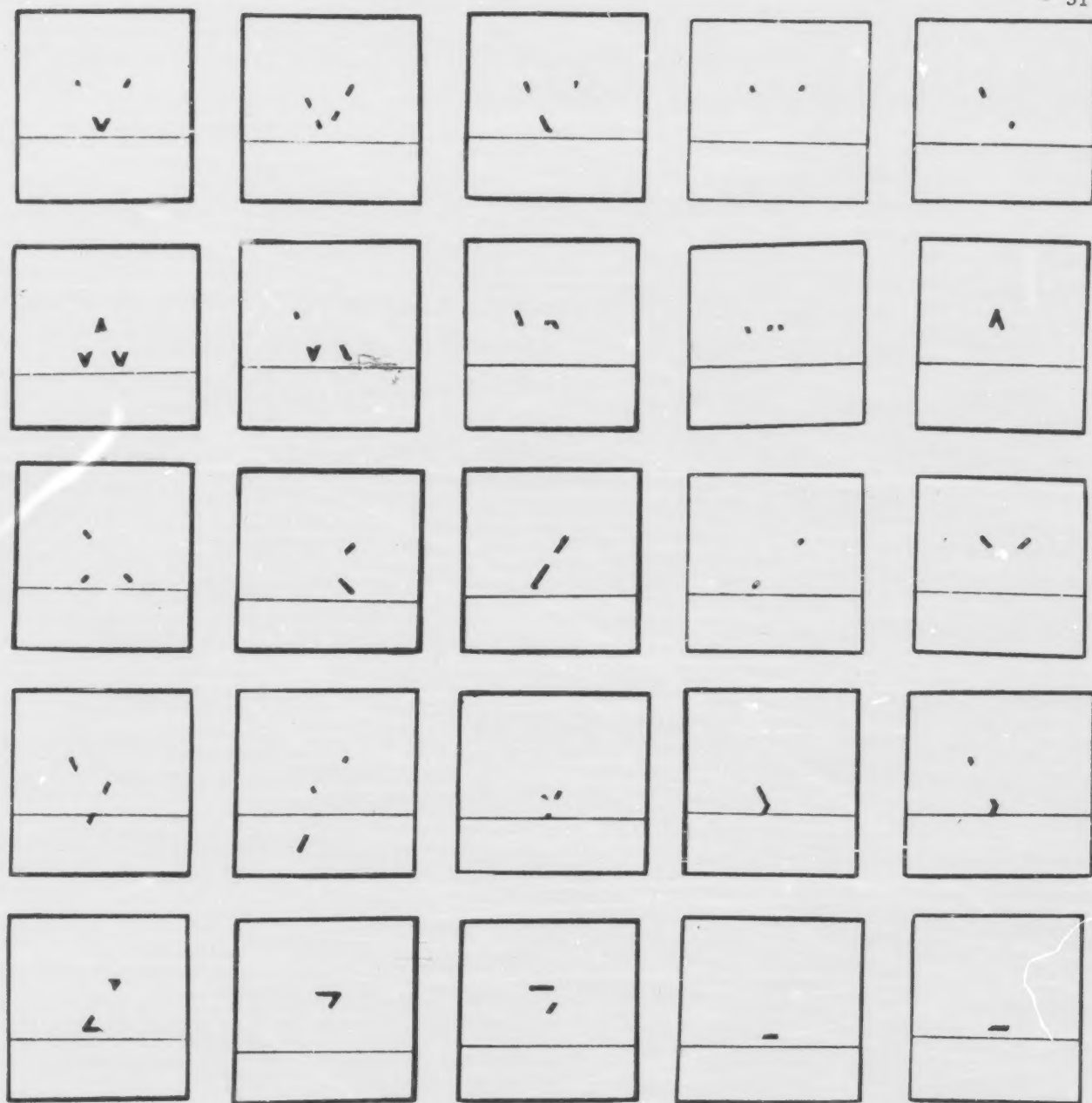
If child is successful with 13 of the 26 items in subset 5, proceed to subset 4, 3, etc., until he gets less than 13 of any subset.

RANDOMIZATION OF VISUAL TEMPLATE MUTILATED LETTERS

<u>SUBTEST I</u>	<u>SUBTEST II</u>	<u>SUBTEST III</u>	<u>SUBTEST IV</u>	<u>SUBTEST V</u>
d	o	m	t	s
o	j	u	c	m
m	u	s	z	d
c	b	h	e	t
n	x	o	d	k
v	i	v	w	f
g	d	d	a	p
x	s	t	j	h
l	y	y	h	g
r	t	b	s	l
q	z	l	b	a
k	n	w	m	y
a	w	j	l	u
y	f	r	g	r
b	c	i	z	o
j	v	c	u	n
e	a	q	r	w
p	k	n	x	x
i	g	p	i	b
u	e	k	k	c
z	m	e	q	z
s	p	f	n	i
w	r	x	o	e
f	q	g	f	j
h	l	z	p	b
t	h	a	y	q







NAME: _____ GRADE: _____ DATE: _____

STN:

--	--	--	--

- 32

VISUAL TEMPLATE STRENGTH

ANSWER SHEET - I

1	27	53	79	105
2	28	54	80	106
3	29	55	81	107
4	30	56	82	108
5	31	57	83	109
6	32	58	84	110
7	33	59	85	111
8	34	60	86	112
9	35	61	87	113
10	36	62	88	114
11	37	63	89	115
12	38	64	90	116
13	39	65	91	117
14	40	66	92	118
15	41	67	93	119
16	42	68	94	120
17	43	69	95	121
18	44	70	96	122
19	45	71	97	123
20	46	72	98	124
21	47	73	99	125
22	48	74	100	126
23	49	75	101	127
24	50	76	102	128
25	51	77	103	129
26	52	78	104	130

VISUAL WORD RECOGNITION AND DECODING

VISUAL WORD RECOGNITION

SUBSKILLS

Ability to visually recognize words as distinct from non-words (letters put together to look like words).

CHANNELS USED

Stimulus - visual
Process - visual recognition
Response - oral

TEST DESCRIPTION AND PROCEDURE

Seventy-five sets of letters (of 2, 3 and 4 letter lengths) are projected by carousel projector on a rear projection screen at the maximum rate of 1 every 3 seconds. Only 15 of these are real words; the remainder are nonsense syllables. The child is asked to respond 'yes' or 'no' depending on whether or not he thinks the stimulus set is a real word.

DECODING

SUBSKILLS

Ability to correctly decode familiar short words already identified by the child as real words on the Visual Recognition test.

CHANNELS USED

Stimulus - visual
Process - decoding
Response - oral

TEST DESCRIPTION AND PROCEDURE

The sets of letters identified (either correctly or incorrectly) as real words on the Visual Recognition Test are presented one at a time. The child is asked to tell what each one says.

COMMENTS

These tests (Visual Recognition and Decoding) were designed to be analyzed according to several different criteria:

- a) They offer a measure of the extent to which a child has developed a sensitivity to letter order. e.g., yuo, you. Non-words were chosen so that other common errors in the recognition and decoding of words could be analyzed.
 - e.g. Misidentification of a letter - ot, at
 - Reversal of letter - saib, said
 - Adding letter not present - mik, milk
- b) They are a type of sight vocabulary test.
- c) They offer a measure of the perceptual habits of the child, i.e., his tendency to be reflective or impulsive in his approach to word recognition and decoding.

VISUAL RECOGNITION AND DECODING

Instructions

Enter student's full name, grade and date in the appropriate spaces on the test form.

Record the total time taken to administer the test (including gaining rapport, instructions, etc.) to the nearest minute. Use a stop-watch for this purpose. Record the time on the answer sheet immediately underneath the student's name.

When student is settled and ready, say.....

Recognition

"I'm going to show you some sets of letters. Some are words that you may have seen in books. Some are not words. They are just letters put together to look like words.

* Look carefully at each one. If it's a real word that you remember seeing, say 'yes'. If it's not a real word, say 'no'.

You will only have a little time to look at each one, so try hard to decide 'yes' or 'no' as quickly as you can. If you can't decide, I'll go on to the next one.

* Try your best to answer 'yes' or 'no' to every one."

If student doesn't respond within 3 seconds, E presents next item.

E records student's responses on the answer sheet as follows:

yes = +: no = -: no answer = ?

At the conclusion of the test, reassure the child about his performance and record the time required for the test.

Decoding

Using the child's prior '+' responses to all words as a guide and the lists of letter combinations, E says.....

"Remember all the words we looked at before. I'm going to show you, through this little window, the ones you thought might be real words.

I'm going to show you each one for just a little while and I want you to tell me, if you can, what each one says.

If you know what the word is, tell me what it says. If you don't know or can't remember, say "I don't know." and we'll go on to the next one."

If student gives a word as a response, E records it verbatim on the answer sheet opposite the appropriate item.

If student says, "I don't know," record as '?'.

If student doesn't respond within 3 seconds, record response as '?' and go on to the next item with the comment, "O.K. Let's look at the next one."

At the end of testing, reassure the child that he did well, mentioning that some of the items were difficult.

As student leaves testing room stop watch and record time taken.

NAME: _____

GRADE: _____

DATE: _____

RECOGNITION & DECODING

Item	Stimulus	Response		Item	Stimulus	Response		Item	Stimulus	Response	
		Recog-nition	Decod-ing			Recog-nition	Decod-ing			Recog-nition	Decod-ing
1.	he			26.	wo			51.	imle		
2.	imb			27.	sne			52.	wos		
3.	wiht			28.	they			53.	at		
4.	oll			29.	ogni			54.	reg		
5.	gz			30.	yuo			55.	bo		
6.	inta			31.	vok			56.	ome		
7.	eh			32.	or			57.	thom		
8.	have			33.	thal			58.	hab		
9.	yne			34.	fn			59.	that		
10.	mj			35.	sjou			60.	ew		
11.	and			36.	hin			61.	nel		
12.	theg			37.	si			62.	fron		
13.	saib			38.	yk			63.	fg		
14.	ane			39.	had			64.	na		
15.	it			40.	iho			65.	are		
16.	fo			41.	jhov			66.	gvan		
17.	krsv			42.	ro			67.	ot		
18.	lan			43.	from			68.	thes		
19.	witt			44.	os			69.	anb		
20.	she			45.	bu			70.	into		
21.	kr			46.	havo			71.	ynep		
22.	ti			47.	his			72.	ta		
23.	noez			48.	plo			73.	is		
24.	mik			49.	mrgn			74.	bvro		
25.	bej			50.	fi			75.	tne		

VISUAL SEGMENTATION

SUBSKILLS

Ability to visually identify sections or "chunks" of words, i.e., letter sequences which occur frequently in our language and which, research suggests, may form discrete perceptual units in the child's experience of learning to read.

CHANNELS USED

Stimulus - visual
Process - visual recognition
Response - motor

TEST DESCRIPTION AND PROCEDURE

This 30-item test is composed of 15, five-letter and 15, seven-letter combinations. Each five-letter combination contains a digraph (2 adjacent letters) which occurs in the English language, while the seven-letter items each contain a trigraph. The digraphs and trigraphs are placed equally in the initial, middle and final positions. The remaining letters in each item are selected so that all other combinations, save for the target digraph or trigraph, are of very low frequency of occurrence.

The test items are presented for a maximum of 10 seconds each, by means of a carousel projector and rear projection screen. The child is given a long-handled fork with 2 prongs spaced far enough apart to bracket the digraph or trigraph. The examiner asks him to use the fork to indicate the 2 or 3 letters he "remembers seeing before as part of a real word."

Instructions

Enter student's full name, grade and date in the appropriate spaces on the test form.

Record the total time taken to administer the test (including gaining rapport, instructions, etc.) to the nearest minute. Use a stop-watch for this purpose. Record the time on the answer sheet immediately underneath the student's name.

When student is settled and ready,

Digraphs

E projects the first of the three, 5-letter examples on the screen and then says.....

"See these letters? This isn't a real word..... I just made it up. But, even though it's not a real word there are two letters in it, side by side, that you might remember seeing before as part of a real word.

**In this one, do you see two letters, side by side, that you have seen before as part of a real word?*

Use this fork to show them to me."

E gives student fork and, if necessary, shows student how he can use it to demarcate two letters.

If student points out the correct 2 letters (da), E says.....
"Good." Shows card bearing examples of words beginning with 'da' and illustrates how the words all contain this digraph.

If the child doesn't respond, point out the correct letters using the fork and show card with examples.

If the child responds incorrectly, E says.....

"No. These are the two letters which are most often found together in a real word." E shows card and illustrates as above.

E repeats this same procedure with the remaining two practice items 'ir' and 'oy', using instructions from * on.

"We've looked at three made-up words. Each one had two letters in it, side by side, that are sometimes part of real words. Sometimes the two letters were at the beginning, sometimes in the middle and sometimes at the end of the made-up word."

"Now, I'm going to show you some more made-up words. Look carefully at each one and see if you can find the two letters, side by side, that often go together in real words."

If you can find them, show me with the fork. If you can't find them, say 'No' and we'll go on to the next one."

If student doesn't respond within 8-10 seconds, E says..... *"O.K. Let's try the next one."*

When student gives a response, E circles the letters he indicates on the appropriate item on the answer sheet.

After each response, the student should rest the fork on his desk.

Trigraphs

After all digraphs have been done, E says..... *"Good. Now we are going to look at some more made-up words, except that these are longer and they have 3 letters, side by side, that are sometimes part of a real word."*

O.K.? Let's try some."

E projects first of three, 7-letter examples on the screen and then says.....

"Use this fork (E gives new fork) and see if you can show me the three letters, side by side, that are sometimes part of a real word."

From this point onward the test is administered in the same fashion as "digraphs" with the appropriate, obvious changes in wording.

At the end of testing, reassure the child that he did well, mentioning that some of the items were difficult.

As student leaves testing room, stop watch and record time taken.

STN:

--	--	--	--

NAME: _____

GRADE: _____

DATE: _____

VISUAL SEGMENTATION

DIGRAPHS

1. c f r p d _____
2. i n p w u _____
3. d c q a y _____
4. p k o u h _____
5. g b k o w _____
6. t h g p n _____
7. h f c g h _____
8. r q e i w _____
9. n p m l y _____
10. o q e a z _____
11. f l x d p _____
12. c f c n g _____
13. b e u v r _____
14. k a i h c _____
15. p h g k m _____

TRIGRAPHS

1. p e r j i d b _____
2. n p m k o u s _____
3. g c s p r j y _____
4. a e t j i o n _____
5. a q e s t j m _____
6. d i s r h b t _____
7. a s l p i v e _____
8. u v e r j a s _____
9. r u v q e s t _____
10. c o n p d a s _____
11. k u r e j u b _____
12. s t i h d i h _____
13. d c e b t l e _____
14. u n d p s w o _____
15. a q e r e b t _____

AUDITORY

AUDITORY LANGUAGE CONCEPTS

SUBSKILLS

Knowledge of 17 auditory language concepts.

CHANNELS USED

Stimulus - auditory
Process - auditory recognition
Response - motor and oral

TEST DESCRIPTION AND PROCEDURE

The test is made up of 17 subtests, each of which assesses the child's grasp of a specific auditory concept considered important in learning to read. Because of its length it is administered in two sections.

The examiner tells the child to listen for a particular concept such as "word". The child then hears a number of examples of words, interspersed with other sounds such as letter names, letter sounds. He is asked to indicate the words by means of the simple motor response of pressing a button which lights a small bulb within the examiner's range of vision.

The response of button-pressing to indicate answers is a new one to most children and requires careful explanation and practice, using examples until the child has mastered the technique.

Instructions

A. CONCEPT OF ALPHABET AND ALPHABET PRODUCTION

"I want you to say the alphabet for me. Say as much of the alphabet as you can."

If the child is unable to begin say, *"The alphabet begins with a. Now you say the alphabet for me."* E should, if possible record the letters the child says, in the order he says them. Note should also be made of the necessity to give him a.

Instructional Concepts

E should place button flat on the table with the battery and light hidden from the child so that only E can see the light. E says.... *"We are going to use this button. See if you can press it like this."* (E presses button) *"Now you try pressing it."* (If child is unable to make light come on, give assistance and additional practice.) *"Now let's try listening to some things. I want you to listen for dog. Whenever you hear dog, press the button. Ready? Horse, cow, dog, pig, dog, sheep, lion, dog, fox, elephant, tiger, dog, cat, dog."* When child is able to follow the instructions adequately, proceed with the test.

B1. WORD

"When we talk we say words. I want you to listen to some things on the tape recorder. Some of them will be words and some will be other things. Whenever you hear a word, press the button." Record + each time child presses the button.

Note: In each subtest, if no response is made after 3 seconds, proceed to the next item.

B2. SAME

"We are going to listen to two words on the tape recorder. Sometimes the two words will be the same. When you hear two that are the same, press the button. Record + each time child presses the button."

B3. LETTER NAME

"We are going to listen to some things on the tape recorder. Some will be the names of letters and some will be other things. When you hear the name of a letter, press the button. Record + each time child presses the button."

B4. FIRST

"I am going to say some words for you. Listen until I finish and then tell me what the first word was. E should give an example orally: car, bus, train, but should not correct the child if he does not repeat the first word. If the child responds before all three words have been presented, remind him that he should wait to hear all the words, and then repeat the example. Proceed with the test in any case by saying, "Now we are going to listen to some words on the tape recorder. Listen to all the words and then tell me what the first word was." Circle child's response; make no mark for no response; responses other than those of the test should be recorded verbatim.

B5. NOT ALIKE

"We are going to listen to two words on the tape recorder. Sometimes the two words will not be alike. When you hear two words that are not alike, press the button. Record + each time child presses the button.

B6. SPEECH SOUND

"When we talk we use words. Words are made up of sounds. We are going to listen to some things on the tape recorder. Some of them will be sounds like the sounds that are in words and some will be other things. When you hear a sound like the sounds that are in words, press the button. Record + each time child presses the button.

B7. END

"I am going to say some words for you. Listen until I finish and then tell me what the word at the end was. E should give an example orally: John, Bill, Tom, but should not correct the child if he does not repeat the end word. If the child responds before all three words have been presented, remind him that he should wait to hear all the words, and then repeat the example. Proceed with the test in any case by saying, "Now we are going to listen to some words on the tape recorder. Listen carefully to all the words and when they are finished tell me what the word at the end was." Circle child's response; make no mark for no response; responses other than those of the test should be recorded verbatim.

C. CONCEPT OF LETTER NAME

"We are going to listen to some things on the tape recorder. Some of them will be the names of letters and some will be sounds like the sounds that are in words. Listen carefully and when you hear the name of a letter, press the button. Record + each time child presses the button.

Instructions

"We are going to listen to some more things on the tape recorder. Sometimes I will want you to press this button as you did before."

B8. ALIKE

"We are going to listen to two words on the tape recorder. Sometimes the two words will be alike. Listen carefully and when you hear two words that are alike, press the button. Record + each time child presses the button."

B9. BEGINNING

"I am going to say some words for you. Listen until I finish and then tell me what the beginning word was." E should give an example orally: car, bus, train, but should not correct the child if he does not repeat the first word. If the child responds before all three words have been presented, remind him that he should wait to hear all the words, and then repeat the example. Proceed with the test in any case by saying, "Now we are going to listen to some words on the tape recorder. Listen carefully to all the words and when they are finished tell me what the beginning word was." Circle child's response; make no mark for no response; responses other than those of the test should be recorded verbatim.

B10. RHYME

"We are going to listen to two words on the tape recorder. Sometimes the two words will rhyme and sometimes they won't. Listen carefully and if the words rhyme press the button. Record + each time child presses the button."

B11. NOT THE SAME

"We are going to listen to two words on the tape recorder. Sometimes the two words will not be the same. Listen carefully and when you hear two words that are not the same press the button. Record + each time child presses the button."

B12. LAST

"I am going to say some words for you. Listen until I finish and then tell me what the last word was. E should give an example orally: Mary, Jane, Ann, but should not correct the child if he does not repeat the last word. If the child responds before all three words have been presented, remind him that he should wait to hear all the words, and then repeat the example. Proceed with the test in any case by saying, "Now we are going to listen to some words on the tape recorder. Listen carefully to all the words and when they are finished tell me what the last word was. Circle child's response; make no mark for no response; responses other than those of the test should be recorded verbatim."

B13. DIFFERENT

"We are going to listen to two words on the tape recorder. Sometimes the words will be different. Listen carefully and when you hear two words that are different press the button. Record + each time child presses the button.

B14. MIDDLE

"I am going to say some words for you. Listen until I finish and then tell me what the middle word was. E should give an example orally: Ted, Jack, Dick, but should not correct the child if he does not repeat the middle word. If the child responds before all three words have been presented, remind him that he should wait to hear all the words, and then repeat the example. Proceed with the test in any case by saying, "Now we are going to listen to some words on the tape recorder. Listen carefully to all the words and when they are finished tell me what the middle word was. Circle child's response; make no mark for no response; responses other than those of the test should be recorded verbatim.

D. CONCEPT OF SPEECH SOUND

"We are going to listen to some things on the tape recorder. Some of them will be sounds like the sounds that are in words and some will be the names of letters. Listen carefully and when you hear a sound like the sounds that are in words press the button. Record + each time child presses the button.

NAME: _____ GRADE: _____ DATE: _____

AUDITORY LANGUAGE CONCEPTS

A. Concept of Alphabet and Alphabet ProductionGiven a Yes _____ No _____

<u>B1. Instructional Concepts</u>	<u>B2. Same</u>	<u>B3. Letter Name</u>
1. h(aych) _____	1. why why _____	1. gr _____
2. today _____	2. where that _____	2. s(ěs) _____
3. sk _____	3. must since _____	3. gŭ _____
4. wŭ _____	4. got got _____	4. there _____
5. sp1 _____		5. lŭ _____
6. tŭ _____		6. shŭ _____
7. dr _____		7. first _____
8. f(ěf) _____		8. ěl _____
9. tw _____		9. little _____
10. pretty _____		10. dŭ _____
11. kŭ _____		11. z(zed) _____
12. these _____		12. scr _____
13. d(dě) _____		13. n(en) _____
14. v(vě) _____		14. pŭ _____
15. chŭ _____		15. before _____
16. under _____		16. rŭ _____
17. nŭ _____		17. walk _____
18. sleep _____		18. sp _____
19. m(ěm) _____		19. d(dee) _____
20. sŭ _____		20. sw _____

B4. First

1. hat coat dress _____
2. dog cat horse _____
3. hand leg arm _____

B6. Speech Sound

1. ride _____
2. chǔ _____
3. with me _____
4. here _____
5. knock _____
6. bǔ _____
7. to school _____
8. small _____
9. oy _____
10. tick _____
11. at home _____
12. ur _____
13. clap _____
14. at night _____
15. whistle _____
16. to town _____
17. ǐ _____
18. when _____
19. over _____
20. bell _____

B5. Not Alike

1. said said _____
2. these should _____
3. want want _____
4. them soon _____

B7. End

1. fish bug bird _____
2. kite block ball _____
3. snow ice rain _____

B8. Alike

1. at at _____
2. by by _____
3. so if _____
4. to in _____

B9. Beginning

1. man boy girl _____
2. orange blue green _____
3. peach apple pear _____

B10. Rhyme

1. car far _____
2. day may _____
3. man cap _____
4. sun fun _____
5. dog hat _____
6. hen bus _____
7. box rug _____
8. me he _____
9. red bed _____
10. sky ice _____

B13. Different

1. to in _____
2. at at _____
3. is is _____
4. it are _____

B14. Middle

1. bed chair table _____
2. night noon day _____
3. sun star moon _____

B11. Not The Same

1. it of _____
2. was off _____
3. is is _____
4. do do _____

B12. Last

1. milk coffee tea _____
2. cow sheep pig _____
3. cookie pie cake _____

		C. Concept of Letter Name		D. Concept of Speech Sound
1.	qu	_____		_____
2.	ar(r)	_____		_____
3.	es(s)	_____		_____
4.	nŭ	_____		_____
5.	ě	_____		_____
6.	st	_____		_____
7.	ěl(1)	_____		_____
8.	aych(h)	_____		_____
9.	f	_____		_____
10.	zed(z)	_____		_____
11.	dee(d)	_____		_____
12.	kew (q)	_____		_____
13.	oy	_____		_____
14.	fl	_____		_____
15.	ěn(n)	_____		_____
16.	doubie u(w)	_____		_____
17.	gr	_____		_____
18.	aw	_____		_____
19.	ěf(f)	_____		_____
20.	chŭ	_____		_____
21.	kŭ	_____		_____
22.	ěm(m)	_____		_____
23.	ōo	_____		_____
24.	vě(v)	_____		_____
25.	ŭ	_____		_____
26.	ěks(x)	_____		_____

PHONEME SPAN

SUBSKILLS

Ability to repeat sequences of letter sounds and digits, presented verbally. It is hoped that this ability reflects the strength of the child's auditory concept for some of the common phonemes.

CHANNELS USED

Stimulus - auditory
Process - auditory sequential memory
Response - oral

TEST DESCRIPTION AND PROCEDURE

The child is presented with tape-recorded sets of phoneme strings which vary in length from 2 to 5 phonemes. Five subtests each include 1 category of sound (e.g., consonants, digits, short vowels, long vowels and multiply-represented consonants) and are each limited to 5 randomly used examples of that category of sound. Each subtest is made up of 4 sets of increasing length, with 3 trials in each set.

COMMENTS

This test originally included the 4 categories of phonemes intermingled but it was felt desirable to separate them to be able to compare ease of retention by category. The digits were included in order to assess the influence of the memory component in reproducing sequences of sound, and the results were used to statistically partial out this source of variability, leaving "familiarity" as the probable chief variable.

Although there was a sizeable correlation between this and other subskill measures, the Phoneme Span test remains somewhat cumbersome to administer and is open to the criticism that some interference in recall occurs among the highly similar sounds.

Several attempts were made to construct a test which would better assess the child's acquisition and strength of an auditory concept or "template" for each of the common phonemes. Embedding the different target sounds in varying degrees of white noise produced unsatisfactory results; measuring latency of response in simple repetitions of nonsense syllables with target phonemes embedded was also unsatisfactory.

The latest attempt, successfully pilot-tested for variability, is a test of auditory template strength in which a taped voice presents a phoneme, followed by a string of 6 nonsense syllables (CVC's and VCV's) in 3 of which is embedded the target phoneme. The child is asked to indicate

the presence of the target items by pressing a button with attached light bulb. Statistical analysis of the pilot results shows no correlation with phoneme span results, but some positive correlation with certain measures of reading mastery.

The child's auditory concept development for the common phonemes is regarded by the authors as a very important subskill. An abbreviated form of the Phoneme Span test is probably the most satisfactory measure of this skill presently available. However, further developmental work in this area is required.

Instructions

1. CONSONANTS

E says..... *"I'm going to play some things from the tape recorder. First, I'll play some sounds that letters make when they're said in words.. ...like 'buh', 'i' Each time I stop the tape recorder, and nod my head to you, like this (E nods), I want you to say the sounds just the way you heard them."*

E plays first set of sounds, stops recorder, and nods to the child.

If the child recalls all of the sounds correctly and in the correct order, E puts a check mark beside that set under the column headed 'order'.

If the child doesn't start to respond within 10 seconds after an item has been given, E says..... *"O.K. Let's try some more."*

E introduces each item by saying..... *"Ready. Let's try some more."*

E discontinues testing when student fails 2 out of 3 of any one set of any one length. A failure is either in number or order of sounds. Both have to be correct to make a success.

2. DIGITS

E says..... *"I'm going to play the names of some numbers, like 8..... 6..... from the tape recorder. Each time I stop the tape recorder and nod my head to you I want you to say the numbers just the way you heard them."*

The remainder of the procedures for this test are the same as those for consonants.

3. SHORT VOWELS

E says..... *"I'm going to play some sounds that letters make when they're said in words..... like 'buh', 'i' Each time I stop the tape recorder and nod my head to you I want you to say the sounds just the way you heard them."*

The remainder of the procedures for this test are the same as those for consonants.

4. LONG VOWELS

E says..... *I'm going to play the names of some letters, like 'B' (bee)..... 'X' (ex) from the tape recorder. Each time I stop the tape recorder and nod my head to you I want you to say the letters just the way you heard them."*

The remainder of the procedures for this test are the same as those for consonants.

5. MULTIPLY-REPRESENTED CONSONANTS

E says..... *"I'm going to play some sounds that letters make when they're said in words..... like 'buh', 'i' Each time I stop the tape recorder and nod my head to you I want you to say the sounds just the way you heard them."*

The remainder of the procedures for this test are the same as those for consonants.

STN:

--	--	--	--

NAME: _____ GRADE: _____ DATE: _____

PHONEME SPAN

CONSONANTS				ORDER
no to				
ran man				
to do				
ran no to				
man ran do				
to no ran				
to no do ran				
do man no to				
ran no to do				
no do ran man to				
ran to do no man				
to ran no man do				
Total Sounds	Total Series	Highest Level		

DIGITS					ORDER
4	1				
3	5				
1	2				
3	4	1			
5	3	2			
1	4	3			
1	4	2	3		
2	5	4	1		
3	4	1	2		
4	2	3	5	1	
3	1	2	4	5	
1	3	4	5	2	
Tot Snds		Tot Ser		High. Level	

SHORT VOWELS				ORDER
ill	add			
odd	end			
add	up			
odd	ill	add		
end	odd	up		
add	ill	odd		
add	ill	up	odd	
up	end	ill	add	
odd	ill	add	up	
ill	up	odd	end	add
odd	add	up	ill	end
add	odd	ill	end	up
Total Sounds	Total Series	Highest Level		

LONG VOWELS					ORDER
ice	ale				
old	eve				
ale	cube				
old	ice	ale			
eve	old	cube			
ale	ice	old			
ale	ice	cube	old		
cube	eve	ice	ale		
old	ice	ale	cube		
ice	cube	old	eve	ale	
old	ale	cube	ice	eve	
ale	old	ice	eve	cube	
Total Sounds	Total Series	Highest Level			

MULT. REP. CONSONANTS					ORDER
gun	cat				
jug	sun				
cat	zip				
jug	gun	cat			
sun	jug	zip			
cat	gun	jug			
cat	gun	zip	jug		
zip	sun	gun	cat		
jug	gun	cat	zip		
gun	zip	jug	sun	cat	
jug	cat	zip	gun	sun	
cat	jug	gun	sun	zip	
Total Sounds	Total Series	Highest Level			

AUDITORY TEMPLATE

E should place button flat on the table, with the battery and light exposed to the child's view.

E says.... "We are going to use this button. See if you can press it like this." (E presses button.) "Now you try pressing it." (If child is unable to make the light come on, give assistance and additional practice). "Now let's try listening for some things. I want you to listen for dog. Whenever you hear dog, press the button. Ready? Horse, cow, dog, pig, dog, sheep, lion, dog, fox, elephant, tiger, dog, cat, dog." When child is able to follow the instructions adequately, proceed with the test.

E says.... "I am going to say a sound and I want you to say it after me - be." Child repeats be. "Now I'm going to say a funny word - kobe. Did you hear the be sound? Kobe. All right, press the button." (Repeat if necessary.)

"Now I'm going to say another word, jul. There was no be sound there, was there? So this time you don't press the button."

"Now I'm going to say another sound and I want you to say it after me l". Child repeats l".

"Now I'm going to say some funny words. Each time you hear that sound in a funny word, press the button. This is the sound you are listening for l". ēlū gād fūb dāl itō lōm."

"Now we'll listen to the lady on the tape recorder. Listen carefully and do what she says."

NAME:

GRADE:

DATE:

STN:

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AUDITORY TEMPLATE

ITEM		SCORE		SCORE		SCORE		SCORE		SCORE		SCORE
1 j	jāt		gūr		ādō		lēj		ōjī		nīr	
2 ā	īlē		ādō		jāt		ūbō		mūz		īdā	
3 ẽ	ētū		ōbū		sōm		īlē		jēc(k)		ādō	
4 c(k)	īrū		c(k)ēt		īc(k)ū		rōg		ēsū		lōc(k)	
5 t	mūz		tīg		ētō		rōg		āmū		jāt	
6 ē	ētā		gūr		sōm		īlē		jēc(k)		ādō	
7 ǎ	tīg		ǎō		jāt		ōbū		mūz		īdā	
8 n	nād		īc(k)ū		ādō		zēn		ūnī		jēc(k)	
9 ȳ	ōbū		pīv		lūb		īlū		ērī		vēm	
10 g	pīv		ǎī		ēnū		gūr		rōg		ūbā	
11 ŭ	vāp		ētū		ūbō		vīp		mūn		īdā	
12 z	ǎī		mūz		zēn		āmū		īzē		vēp	
13 ī	ūbō		pīv		ādō		īlū		ērī		vēm	
14 r	bāf		īrū		lūb		rōg		gūr		ēnā	
15 ō	fōj		ētā		gād		ībō		zīl		ōnū	
16 s	ēsū		gād		fūb		dās		ītō		sōm	
17 á	ūnī		nād		dēs		fūb		īdō		mūn	
18 ǒ	fōj		īlē		īdā		ībō		zīl		ōnū	
19 m	āmū		lēk		ētō		vēm		īrū		mōs	
20 ū	vāp		ētū		ūbō		īlē		mūn		īdā	

AUDITORY SEGMENTATION

SUBSKILLS

Ability to segment sentences and words presented orally, into subunits of various types and sizes, e.g., sentences into words, words into syllables and words into phonemes.

CHANNELS USED

Stimulus - auditory
Process - auditory memory, recognition and segmentation
Response - oral

TEST DESCRIPTION AND PROCEDURE

This test consists of 3 subtests of 15 items each -- sentences into words, words into syllables and words into phonemes. The words in all tests were chosen on the basis of familiarity and ease of articulation. The child hears each stimulus sentence or word from the tape recorder, and is asked to repeat it and then "say it in parts."

e.g., John likes candy -- John....likes....candy
e.g., over -- o....ver
e.g., each -- ee....ch

Before each subtest, the child is given practice in segmenting items similar to those on the test.

COMMENTS

Analysis of results suggests that the task of segmenting sentences into words is so easy that the first subtest is not worth including except as part of the examples in the introduction of the test.

The ability to segment is probably more related to spelling than to reading.

AUDITORY SEGMENTATION

- 60

(Sentences into Words)

Instructions

Enter the student's full name, grade and date in the appropriate spaces on the test form.

Record the total time taken to administer the test (including gaining rapport, instructions, etc.) to the nearest minute. Use a stop-watch for this purpose. Record the time on the answer sheet immediately underneath the student's name.

When the student is settled and ready, say.....

"I want to see how well you can repeat some sentences for me. I'm going to say a sentence and, when I'm through, I want you to say it just the way I did.

Here's the first one. John likes candy."

If student does not repeat the sentence correctly give up to two additional trials. If unable after 3 trials, go to next example. If he fails to repeat all three examples, discontinue this part of the test.

"Now, listen. I'm going to say that sentence again, but in parts.

John / likes / candy.

Now, after I say that sentence, you say it in parts..... John likes candy."

E repeats example, if necessary, until child gets it correct (maximum of 3) and then says....

"Good. Listen again. I'm going to say something else and when I'm through, you say it, and then say it in parts.

Mary went home."

If child fails to segment the sentence correctly, E illustrates and has child try again.

"Listen again. I'm going to say something, and when I'm through you say it, and then say it in parts.... Mary went home."

"O.K. Let's try another one. Listen carefully and when I finish saying the sentence you say it, and then say it in parts.... The car is red."

If child fails to segment the sentence correctly, E illustrates and has the child try again.

E records child's responses to the trial items on the response sheet.

If child fails all trial items, discontinue the test.

"Now, I have some more sentences on this tape. This time, after I play each one, I want you to say it for me, and then say it in parts.

E presents each of the sentences in turn and records student's ability to repeat the whole sentence by circling the number of the sentence. Pauses are recorded as vertical lines at the appropriate places on each sentence on the answer sheet.

Discontinue the test after 3 consecutive failures.

At the end of testing, reassure the child that he did well, mentioning that some of the items were difficult.

As student leaves testing room, stop watch and record time taken.

STN:

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NAME: _____ GRADE: _____ DATE: _____

AUDITORY SEGMENTATION: SENTENCES INTO WORDS

Example	Trial 1	Trial 2
1	John likes candy.	John likes candy.
2	Mary went home.	Mary went home.
3	The car is red.	The car is red.

1. Come and help.
2. It is morning.
3. See the house.
4. We can play school.
5. I saw a goat.
6. See the boat go.
7. Look at the big fish.
8. They went to the house.
9. I am going to run.
10. The red ball is the biggest.
11. I can play in the snow.
12. We have to go to school.
13. I am going back to the store.
14. How far is it to the lake?
15. The baby robin fell from the nest.

AUDITORY SEGMENTATION

(Words Into Syllables)

Instructions

Enter the student's full name, grade and date in the appropriate spaces on the test form.

Record the total time taken to administer the test (including gaining rapport, instructions, etc.) to the nearest minute. Use a stopwatch for this purpose. Record the time on the answer sheet immediately underneath the student's name.

When the student is settled and ready, say....

"I want to see how well you can repeat some words for me. I'm going to say a word and, when I'm through, I want you to say it just the way I did."

Here's the first one. Mary.

If student does not repeat the word correctly give up to 2 additional trials to see if he can.

"Now.... Listen. I'm going to say that word again, but in parts.

Mare / y.

Now, after I say that word, you say it in parts Mary."

E repeats example, if necessary, until child gets it correct (maximum of 3) and then says....

"Good. Listen again. I'm going to say another word and, when I'm through, you say it, and then say it in parts.

Candy."

If child fails to segment the word correctly, E illustrates and has the child try again.

"Let's try another one. Listen carefully and when I finish saying the word you say it, and then say it in parts.

Eraser."

If child fails to segment the word correctly (e / ra / ser), E illustrates and has the child try again.

E records child's responses to the trial items on the response sheet. If he fails all 3 examples discontinue the test.

"Now, I have some more words on this tape. This time, after I play each one, I want you to say it for me and then say it in parts.

Ready. Here's the first one."

E presents each word in turn and records student's ability to repeat the whole word by circling the number. Pauses are recorded as vertical lines at the appropriate places on each word on the answer sheet.

Continue testing until child fails 3 consecutive items but always give the items marked with an asterisk.

At the end of the testing, reassure the child that he did well, mentioning that some of the items were difficult.

As student leaves testing room stop watch and record time taken.

STN:

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NAME: _____ GRADE: _____ DATE: _____

AUDITORY SEGMENTATION: WORDS INTO SYLLABLES

Example	Trial 1	Trial 2
1	Mary	Mary
2	candy	candy
3	eraser	eraser

- | | |
|------------------|-------------|
| 1. going | going |
| 2. before | befor |
| 3. able | aybul |
| *4. over | over |
| 5. potato | potato |
| *6. beautiful | bewtiful |
| 7. afternoon | afternoon |
| 8. Elizabeth | Elizabeth |
| 9. helicopter | heluicopter |
| 10. never | never |
| *11. supermarket | supermarket |
| 12. beginning | beginning |
| 13. another | anuther |
| 14. alligator | alligator |
| 15. television | telavizhun |

AUDITORY SEGMENTATION

(Words Into Phonemes)

Instructions

Enter the student's full name, grade and date in the appropriate spaces on the test form.

Record the total time taken to administer the test (including gaining rapport, instructions, etc.) to the nearest minute. Use a stopwatch for this purpose. Record the time on the answer sheet immediately underneath the student's name.

When student is settled and ready, say....

"I have some more words that I want you to repeat for me. I'll say a word and, when I'm through, you say it just the way I do.

Here's the first one. Me."

If he fails to repeat the word, give 2 additional trials to see if he can.

"Now, listen very carefully. I'm going to say the word again, but in parts.

M.....ee.

Now, after I say that word, you say it in parts.... Me."

If necessary, E repeats example until child gets it correct (maximum of 3) and then says.....

"Good. Listen again. I'm going to say another word and, when I'm through, you say it, and then say it in parts.

Too."

If child fails to segment the word correctly (T....oo), E illustrates and has the child try it again.

"Let's try another one. Listen carefully and when I finish saying the word, you say it, and then say it in parts.

Cat."

If child fails to segment the word correctly (Kuh....a....tuh), E illustrates and has the child try again.

E records child's responses to the trial items on the response sheet.

If child fails all practice items, discontinue test.

"Now, I have some more words on this tape. This time, after I play each one, I want you to say it for me and then say it in parts.

Ready. Here's the first one."

E presents each word in turn and records student's ability to repeat the whole word by circling the number. Pauses are recorded as vertical lines at the appropriate places on each word on the answer sheet.

Stop testing when child fails 3 consecutive items, but always give items marked with asterisk.

At the end of testing, reassure the child that he did well, mentioning that some of the items were difficult.

As student leaves testing room stop watch and record time taken.

STN:

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NAME: _____ GRADE: _____ DATE: _____

AUDITORY SEGMENTATION: WORDS INTO PHONEMES

Example	Trial 1	Trial 2
1	me	me
2	too	too
3	cat	cat

- | | |
|-----------|----------------|
| * 1. each | ee - ch |
| 2. oak | ō - k |
| * 3. ice | ī - s |
| 4. bow | b - ō |
| 5. if | ī - f |
| * 6. meet | m - ee - t |
| 7. hit | h - ĭ - t |
| 8. deep | d - ee - p |
| 9. heel | h - ee - l |
| 10. used | ū - z - d |
| 11. yells | y - ě - l - z |
| 12. rocks | r - ō - k - s |
| 13. bombs | b - ō - m - z |
| 14. steps | st - ě - p - z |
| 15. likes | l - ĭ - k - z |

AUDITORY BLENDING

SUBSKILLS

Ability to produce a word by synthesizing (blending) its component sound elements (words, syllables, phonemes) when they are presented orally at 1 second intervals.

CHANNELS USED

Stimulus - auditory
Process - auditory memory and synthesis
Response - oral

TEST DESCRIPTION AND PROCEDURE

This 40-item test consists of 3 subtests, compound words to words, syllables to words and phonemes to words. The child hears each stimulus set of word parts from the tape recorder and is asked to put the parts together to make a word. Before each subtest, the child is given practice in blending items similar to those on the test.

COMMENTS

The earliest version of the test contained only 2 item types, i.e., syllables to words, and phonemes to words. In this original test, also, the phonemic composition of the items was carefully controlled, with careful attention paid to the number and arrangement of the various elements, e.g., vowels, consonants, blends, digraphs, etc. in each item. This procedure was somewhat non-productive in analysis due to the small number of items in each category available for purposes of comparison.

Analysis of results suggests that the ability to blend compound words may be a different ability than that assessed by the rest of the test and should, therefore, be omitted.

Instructions

1

Compound Words —→ Words

E says to child..... "I am going to play some words for you on the tape recorder, part by part. I will play the parts slowly and I want you to listen carefully and try to tell me what word the parts make if you put them together. Let's try one together first. Listen to the parts and then tell me what the word is." E plays 'air - port' from the tape.

If child is unsuccessful, up to two additional trials may be given orally by E, who should maintain correct inflection and pacing. E says..... "Let's try that one again. Listen carefully and try to tell me what word the parts make if you put them together."

Use a similar procedure for the remaining practice items: snow - ball, butter - fly. If the child is unsuccessful with all three practice items, do not proceed with the test.

*"Now you are going to hear some words on the tape recorder, part by part. Listen carefully and try to tell me what word the parts make if you put them together. Ready?" (Play first item.)

2

Syllables —→ Words

E says to child..... "I am going to play some words for you, part by part. I will play the parts slowly and I want you to listen carefully and try to tell me what word the parts make if you put them together. Let's try one together first. Listen to the parts and then tell me what the word is." E plays 'ap - ple' from the tape. If child is unsuccessful, up to 2 additional trials may be given orally by E.

Use a similar procedure for the remaining practice items: win - dow, ac - ci - dent. If the child is unsuccessful with all three practice items, do not proceed with test.

*See procedure for tape recorder above.

3

Phonemes → Words

E says to child..... "I am going to play some words for you, part by part. I will play the parts slowly and I want you to listen carefully and try to tell me what word the parts make if you put them together. Let's try one together first. Listen to the parts and then tell me what the word is." E plays 'm - e' from the tape. If child is unsuccessful, up to 2 additional trials may be given orally by the examiner.

Use a similar procedure for the remaining practice items; c - ar, d - o - g. If the child is unsuccessful with all three practice items, do not proceed with the test.

*See procedure for tape recorder above.

SCORING

If child blends the word correctly mark (+). If he makes no response, or says he doesn't know, mark (?). If he gives an incorrect response E should attempt to write it verbatim. Incorrect responses may be word parts, or whole words other than the test words. If a child is unable to articulate a word correctly, but can blend it, mark correct (+) and record the response verbatim. A subtest should be discontinued after the child has been unsuccessful with three consecutive items. All subtests are to be attempted, however, and items marked with an asterisk must be given in each subtest unless all practice items are failed.

STN:

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NAME: _____ GRADE: _____ DATE: _____

AUDITORY BLENDING

1		2		3	
Compound Words → Words		Syllables → Words		Phonemes → Words	
<i>Practice Items</i>		<i>Practice Items</i>		<i>Practice Items</i>	
air-port		ap-ple		m-e	
snow-ball		win-dow		c-ar	
butter-fly		ac-ci-dent		d-o-g	
high-way		but-ter		s-ee	
birth-day		doc-tor		b-oy	
gold-fish		*o-ver		*i-ce	
bed-room		num-ber		*ea-ch	
cow-boy		for-est		sm-all	
after-noon		tel-e-phone		b-ur-n	
fisher-man		pas-sen-ger		tw-i-n	
news-paper		*beau-ti-ful		*m-ee-t	
under-stand		hos-pi-tal		fl-ow-er	
type-writer		lo-ca-tion		sh-i-p	
		man-u-fac-ture		r-ou-n-d	
		e-mer-gen-cy		pl-a-n-t	
		*su-per-mar-ket		h-o-l-d	
		ed-u-ca-tion		m-o-n-ey	
		dif-fi-cul-ty		ch-a-n-ge	

AUDITORY/VISUAL

LETTER RECOGNITION (ALLOGRAPHS)

SUBSKILLS

Ability to recognize visually each of the 26 letters of the alphabet in both upper and lower case print.

CHANNELS USED

Stimulus - auditory/visual
Process - visual/auditory recognition and association
Response - oral/motor

TEST DESCRIPTION AND PROCEDURE

The test is presented in 2 subsets, one of upper case and one of lower case print. Eighty boxes, each containing 3 letters are presented to the child, and a different target letter is requested each time. The child must indicate by saying "yes" or "no" whether the target is one of the 3 letters in the box. If the target letter is present, he is to mark it with his pencil.

The 3 letters in each box were chosen to be as visually dissimilar as possible in order to minimize the visual discrimination requirements of the test.

COMMENTS

The original version of this test was longer, and included each letter not only in primary print but also in cursive and script. It was reduced to its present form as there were found to be no significant differences in performance among the three different kinds of print.

This test contributes little of unique value to the battery and could be omitted.

LETTER RECOGNITION (ALLOGRAPHS)

Instructions

Enter the student's full name, grade and date in the appropriate spaces on the test form. Also note the trial number (i.e., 1, 2, or 3).

Record the total time taken to administer the test (including gaining rapport, instructions, etc.) to the nearest minute. Use a stopwatch for this purpose. Record the time on the answer sheet immediately underneath the student's name.

When student is settled and ready, place the example sheet in front of him, and, pointing to the first box, ask.....

"Is there a dog in this box?" Child should answer "Yes", E then says..... *"Good. Now put a line through the dog."* If child does not recognize dog, E should point it out and show child how to mark it. E then works through the other 5 examples asking for:

- | | |
|---------|---------------|
| 2. bird | answer is Yes |
| 3. dog | answer is No |
| 4. bird | answer is Yes |
| 5. dog | answer is Yes |
| 6. bird | answer is No |

Providing the child has had no great difficulties with this part of the task E continues.....

"Now I am going to show you some more boxes but these boxes will have letters in them instead of pictures. If I say a letter's name and it is in the box I point to, say "Yes" and put a line through the letter. If it is not in the box, say "No" and do not put any line in the box.."

E gives letter names in the sequence used in the appropriate letter recognition key. Note that the sequence for lower-case and upper-case are not the same. E should place the end of a ruler above each box to focus the child's attention on each item in turn, and say.....*"Is there a ----- in this box?"*

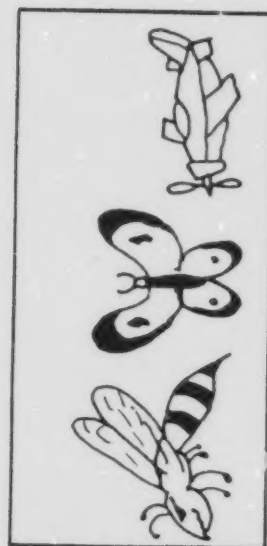
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STN:

NAME: _____

GRADE: _____

DATE: _____



NAME: _____

GRADE: _____

DATE: _____

LOWER CASE

x e q

k d s

f b y

m i u

v l a

y f d

j l d

t r w

r p c

j k o

h u e

c z q

x j b

a q s

o n w

g s i

y f l

r p c

b f z

v t h

p a f

l j d

o p i

v a r

u l x

j b q

s k g

y t b

h m o

n z c

m u e

i m p

e w q

g n y

i h t

v k a

i g o

u z t

d j r

c e l

STN:

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NAME: _____

GRADE: _____

DATE: _____

UPPER CASE

G N Y	W Q E	H T B	P I M
N C Z	H M O	C L A	Y T B
M U E	K G S	U X P	A V R
J L D	Y B S	A P F	V T H
O P I	F B Z	J R C	S G I
O N W	X B Q	Y F R	C Z L
U H E	A Q S	J K O	R W T
D Y F	V L A	R P C	M U I
K D S	X E Q	J D N	L V R
X D J	Q P W	K I G	F D T

LETTER NAMING

SUBSKILLS

Ability to visually recognize and name the upper and lower case letters of the alphabet.

CHANNELS USED

Stimulus - visual
Process - visual recognition and auditory association
Response - oral

TEST DESCRIPTION AND PROCEDURE

The child is shown, one at a time, each letter of the alphabet printed in primary type, and is asked to give its name. Upper and lower case letters are given in separate subtests, and a maximum of 3 trials may be given.

LETTER NAMING

Instructions

Enter student's full name, grade and date in the appropriate spaces in the test form.

Record the total time taken to administer the test (including gaining rapport, instructions, etc.) to the nearest minute. Use a stop-watch for this purpose. Record the time on the answer sheet immediately underneath the student's name.

When the student is settled and ready, say.....

Today we are going to see if you know any of the names of the letters. I am going to show you the letters one at a time in this little booklet (E indicates test booklet). If you know what a letter's name is, tell it to me; if you don't know, just say "No" and we'll go on to the next letter. Some of the letters may be quite hard and I don't expect you to know them all."

E records the child's response to each letter on the scoring sheet provided. Separate sheets for lower and upper case.

The rate should be fairly rapid on this test (approximately 3 seconds per item) especially for the younger grades so as to minimize the duration of what may be a long series of failure experiences.

Note that this test involves separate booklets for lower and upper case and that the orders are different in each case.

STN:

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NAME: _____ GRADE: _____ DATE: _____

LETTER NAMING - UPPER CASE
Scoring Key

Letter	Trials			Total Correct
	1 Response	2 Response	3 Response	
Q				
K				
I				
L				
D				
T				
O				
U				
C				
B				
W				
G				
R				
F				
H				
A				
J				
V				
X				
S				
Y				
M				
Z				
P				
N				
E				

NAME: _____ GRADE: _____ DATE: _____

STN:

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LETTER NAMING - LOWER CASE

Scoring Key

Letter	Trials			Total Correct
	1 Response	2 Response	3 Response	
j				
v				
b				
n				
h				
c				
k				
t				
p				
u				
g				
m				
s				
l				
e				
f				
a				
x				
d				
y				
o				
w				
q				
i				
z				
r				

PHONEME-GRAPHEME RECOGNITION

SUBSKILLS

Ability to relate sound with visual symbol. Given a letter sound (phoneme) as a stimulus, can the child recognize the appropriate projected letter (grapheme)?

CHANNELS USED

Stimulus - auditory/visual
Process - auditory/visual recognition and association
Response - visual/motor

TEST DESCRIPTION AND PROCEDURE

Thirty-three sets of 5 graphemes are shown separately to the child by means of a carousel projector and rear projection screen. After each set is presented, the child immediately hears a tape-recorded phoneme and is asked to "point to the letter that makes that sound." The position of the correct response is randomly assigned among the 5 available positions. In order to minimize the visual discrimination requirements of the test, graphemes representing incorrect responses are selected so that they are as visually dissimilar to the correct grapheme as possible. The child's score is the number of correct phoneme-grapheme associations made in 3 trials.

Instructions

Enter the student's full name, grade and date in the appropriate spaces on the test form.

Record the total time taken to administer the test (including gaining rapport, instructions, etc.) to the nearest minute. Use a stop-watch for this purpose. Start the watch when the youngster enters the testing room and stop it when he leaves. Record the time on the answer sheet immediately underneath the student's name.

When student is settled and ready, say....

"You know that letters have names.... like d(dee), k(kay), m(em).... and that when they're in words they make certain sounds.... like duh, kuh, muh. I have some sounds that letters make on this tape.

*** I'm going to show you some letters on this screen and then play a sound that one of the letters makes.*

I want you to look at all of the letters carefully and, when you hear the sound, point to the letter that makes that sound.

*** O.K. Watch and listen carefully. Here's the first one."*

E projects first set of letters and plays first sound.

E records student response by circling on the answer sheet the letter the student points out.

If student does not make a response in 8 seconds, E makes no mark on the answer sheet and says....

"O.K. Let's try another one. Watch and listen carefully....."

If student responds with a letter name, tell him to point to the letter.

The three sets of 33 items are interspersed among the recognition and decoding test to give the student a brief rest as well as to keep the tests from becoming too boring.

E should note that a different set of slides is required for each set of 33 items in the Phoneme-Grapheme Recognition test.

Before administering the second and third set of items E should review that part of the instructions above enclosed by asterisks.

E should record the time the student takes to complete each set of items in this test.

At the end of testing, reassure the child that he did well, mentioning that some of the items were difficult.

As student leaves testing room stop watch and record time taken.

NAME: _____

GRADE: _____

DATE: _____

PHONEME-GRAPHEME RECOGNITION

PHONEME	TRIAL 1	TRIAL 2	TRIAL 3	
g	i g u t r	i u g t r	i u t g r	
y	l a y c q	y a l c q	a l q c y	
b	m z u b s	m z b u s	m b z u s	
x	o n p x f	o x n p f	o p x n f	
ā	a t l n b	t l n b a	t l a b n	
c	m u c h l	c m u h l	m h u l c	
w	p r t w d	p t w r d	p w d t r	
ö	t o x j g	t x j o g	t x o j g	
d	e d i k	e s d i k	e k s d i	
v	v p h d o	p h d o v	h p v o d	
ē	e b y r q	y b e r q	y b q r e	
f	o a n f z	z f n o d	z a f n o	
ĩ	n g i c r	n g c r i	i g n r c	
h	j w c h p	j w h c p	j h w c p	
r	b r y j a	y b a r j	y b r j a	
ī	d m i h s	i d m h s	m d h s i	
g(j)	t l g x a	t l x a g	g x l t a	
p	p z e i w	z e p w i	w i e z p	
ě	p e h n l	h p n e l	p n e l h	
k	r k u t b	u t k r b	u b t k r	
n	d q n k e	n d q k e	d k e q n	
ō	o z q s t	z q t s o	q z o s t	
z	a q b z j	a q z b j	a z b j q	
ǎ	f s z a n	f a s n z	f s a z n	
m	l m b f o	l b m f o	o b l m f	
c(s)	h t c p i	i t p h c	c p h t i	
ū	u f b j z	f b u j z	j z f b u	
s(z)	p s k f r	p k r s f	k r s f p	
j	j h a k w	k w j h a	k a h w j	
l	y p g l b	y l p g b	y p l g b	
s	h y s e m	h m y s e	m s y e h	
t	t s w u h	w s t u h	u h s w t	
ů	b k u q i	b k q i u	u k q i b	

GRAPHEME-PHONEME PRODUCTION

SUBSKILLS

Ability to relate visual symbol with sound. Given a printed letter (grapheme) as a stimulus, can the child produce the appropriate letter sound (phoneme)?

CHANNELS USED

Stimulus - visual
Process - visual/auditory recognition and association
Response - oral

TEST DESCRIPTION AND PROCEDURE

The child is presented with each of the 26 (lower case) printed letters of the alphabet in random order, and asked, "What sound does this letter make?" The 8 letters which represent more than one sound (a, e, i, o, u, c, s, g) are repeated with the question "Can you think of another sound that this letter sometimes makes?" Responses are recorded phonetically by the examiner.

COMMENTS

In its initial formulation this test required recognition rather than production of a sound. The child was presented with a taped sound and a projected letter and asked to indicate whether or not the sound he heard "went with" the letter he was being shown. Three presentations of the 33 letters were made, each letter being paired with its correct phoneme on only one of the 3 presentations.

The present form of the test, requiring production rather than recognition, appears closer in nature to the decoding process as it actually occurs in reading.

GRAPHEME-PHONEME PRODUCTION

E says:.... "At home or in school you've learned the names of lots of the letters of the alphabet, haven't you? Some of them are d(dee), and k(kay), and m(em). When these letters are in words they make sounds, like duh and kuh and muh. Now I'm going to show you some letters in this booklet and I want you to tell me the sound that they make. Here's the first one. What sound does this letter make?"

E uses booklet for lower-case letter naming and presents items by turning one page at a time and saying.... "What sound does this letter make?".... If child responds to the first item by giving any response other than a letter sound, e.g. a letter name, or a word, E says.... "That's (the name of a letter) (a word). Can you tell me the sound that letter makes?".... If child has made no response to an item after 5 seconds, E says.... "O.K. Let's try another one.", and proceeds to the next item, saying.... "What sound does this letter make?".... If child appears to understand the test requirements, it is not necessary to repeat.... "What sound does this letter make?".... before presenting each of the items.

Inquiry

The following items, indicated by an asterisk on the answer sheet, require an inquiry because they represent more than one sound: a, e, i, o, u, c, s, g. For each of these items, if the child makes a response E records it, and then says.... "Some letters make two different sounds. Can you think of another sound that this letter sometimes makes?"

Scoring

Non-inquiry items are scored as follows: + = correct, - = incorrect, ? = no response or don't know. Responses which are to be considered correct appear on the answer sheet. Incorrect responses are any responses other than those on the answer key, including letter names.

For inquiry items, E either circles one of the two possible responses printed on the answer sheet, or if neither of these is given, records (-) or (?) in the space provided.

NAME: _____ GRADE: _____ DATE: _____ STN:

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GRAPHHEME-PHONEME PRODUCTION

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Letter	Answer Key	Trial 1						Trial 2						Total Correct	
		Response			Inquiry			Response			Inquiry				
w	ww... wuh														
*e		mē	těn		mē	těn		mē	těn		mē	těn			
n	nn... nuh														
k	kk... kuh														
*g		gg. guh	jj. juh		gg. guh	jj. juh		gg. guh	jj. juh		gg. guh	jj. juh			
*i		pīe	īt		pīe	īt		pīe	īt		pīe	īt			
m	mm... muh														
*a		āpe	ǎsk		āpe	ǎsk		āpe	ǎsk		āpe	ǎsk			
f	ff... fuh														
*o		gō	ǒn		gō	ǒn		gō	ǒn		gō	ǒn			
h	hh... huh														
x	ks...														
v	vv... vuh														
d	dd... duh														
*u		ūse	ǔp		ūse	ǔp		ūse	ǔp		ūse	ǔp			
l	ll... luh														
r	rr... ruh														
t	tt... tuh														
b	bb... buh														
y	yy... mē yuh pīe														
p	pp... puh														
*s		ss. suh	zz. zuh		ss. suh	zz. zuh		ss. suh	zz. zuh		ss. suh	zz. zuh			
q	kw... kwuh														
z	zz... zuh														
j	jj... juh														
*c		cc.. cuh	ss. suh		cc.. cuh	ss. suh		cc.. cuh	ss. suh		cc.. cuh	ss. suh			

V I S U A L / M O T O R

EYEMOVEMENT - CANCELLING

SUBSKILLS

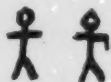
Visual motor ability involving visual discrimination.

CHANNELS USED

Stimulus - visual
Process - visual discrimination and oculomotor skill
Response - visual/motor

TEST DESCRIPTION AND PROCEDURE

This test consists of 2 pages of small stick figures spaced randomly in several straight rows. They are introduced to the child as "boys", and the target boys are identified as having "something in their hands", while the others do no.



The child is asked to put a mark with his pencil through each of the target figures, using left to right progression as in reading sequence. A record is kept of each time the left to right sequence is reversed, or a line is skipped. A time limit of 40 seconds is given.

COMMENTS

This test was created in an attempt to find a substitute for eye-movement photography as a valid method of measuring simple oculomotor skills. The stick figures were arranged and designed so that cognitive, discriminative and gross motor requirements would be minimized, and the major source of variability in performance would be related to simple oculomotor skill.

Subsequent studies¹ concluded that psychomotor tests such as this probably could not be used as substitutes for direct eyemovement measures. However, the test does provide a measure of visual motor performance and was included in the present battery to further explore the relationships of visual motor performance to other elemental skills involved in learning to read.

¹Stennett, R. G., Smythe, P. C., Pinkney, June and Fairbairn, Ada. The relationship of eyemovement measures to psychomotor skills and other elemental skills involved in learning to read. Journal of Reading Behavior, 1972, 5, 1-13.

EYEMOVEMENT TEST

- 92

Instructions

This test consists of two parts... Cancelling and Motor Speed... Each part contains two trials. All trials are 40 seconds in length and must be timed by the examiner using a stop-watch.

While the student is responding the examiner must count the number of reversals and rows in which the student makes a right-to-left sequence and the number of rows he skips and record this information on the answer sheet provided.

The Cancelling Test must always be given before the Motor Speed Test.

At the end of each trial, the Examiner should reassure the child that he did well.... explaining that he wasn't expected to be able to get all items completed in the time allowed.

PART I - CANCELLING

Trial 1 (A)

"See these two boys. One of them has something in his hand, and one does not. Point to the one who has something in his hand. Point to the one who does not have something in his hand."

"Now, here are some rows of boys. Some of them have something in their hands and some don't." (Examiner points across row.)

"I want you to put a mark on each boy who has something in his hand...like this." (Examiner demonstrates on sample, using heavy primary pencil.)

"I am going to start at the beginning of this first row (Examiner points) and go right across it until the end and put a mark on each boy who has something in his hand like this (Examiner demonstrates using first row). Then I go to the beginning of the next row and go right across it until the end (Examiner demonstrates, using second row). Now, when I say go you start at the beginning of this next row (third) (Examiner points) and put a mark on each boy who has something in his hand. Keep doing each row this way until I say 'Stop'."

"Work as quickly as you can." (E hands primary pencil to child.)

"Ready? Go."

After 40 seconds E says, "Stop" and records:

(a) number of reversals and rows in which student shows a reversal of left-to-right sequence.

(b) number of times student skips a line, i.e., having finished a line, fails to go to the beginning of the next line.

Trial 2 (B)

"Now, here are some more boys. Some of them have something in their hands and some don't. I want you to put a mark on each boy who has something in his hand."

*The rest of the instructions are given verbatim from Trial 1 (A) starting at asterisk. Time given for test, and scoring of test are the same as for Trial 1 (A). After the child has completed the test, E should draw a horizontal line separating the examples and the child's work. This should be done out of the child's view.

STN:

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NAME: _____ GRADE: _____ DATE: _____

EYEMOVEMENT

	Trial	Number of Errors			Total	Reversals	Line Skips
		Initial	Middle	Final			
1.	A						
2.	B						
	TOTAL						
1.	A-MS						
2.	B-MS						
	TOTAL						

B

Date

Name

STN

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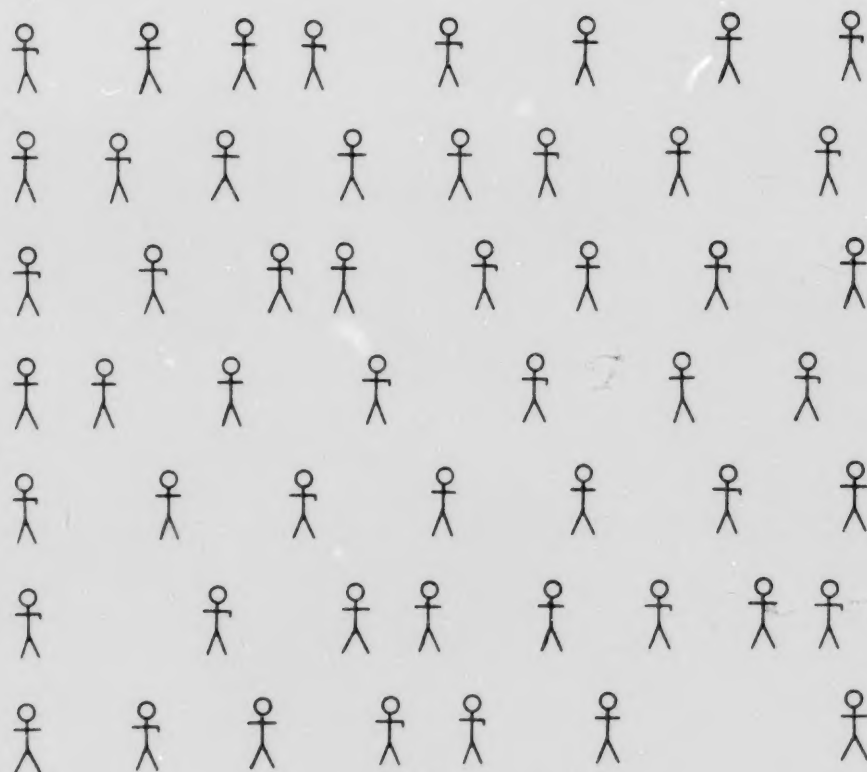
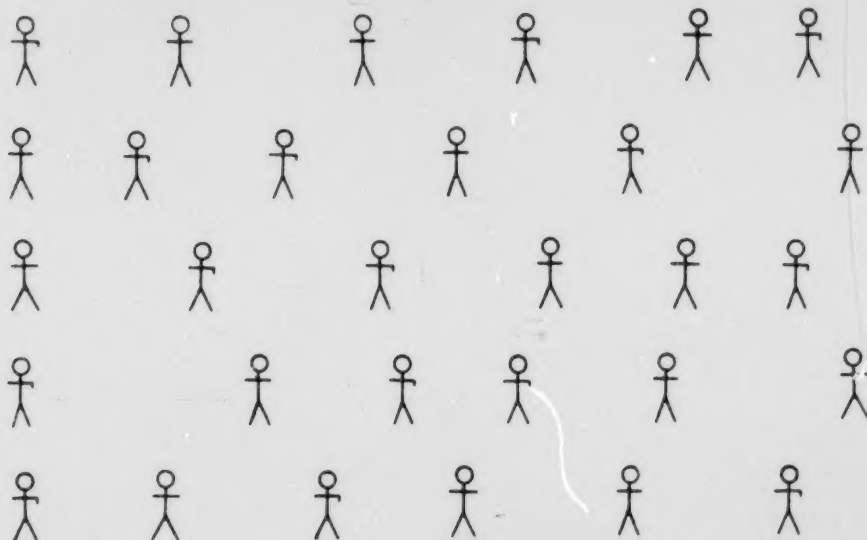
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A

Date

Name



EYEMOVEMENT - MOTOR SPEED

SUBSKILLS

Visual motor ability.

CHANNELS USED

Stimulus - visual
Process - visual/motor coordination and oculomotor skill
Response - visual/motor

TEST DESCRIPTION AND PROCEDURE

This test consists of 2 pages of small stick figures spaced randomly in several straight rows. They are introduced to the child as "boys", and he is asked to put a mark with his pencil on every boy, using left to right progression as in reading sequence. A record is kept of each time the left to right sequence is reversed, or a line is skipped. A time limit of 40 seconds is given.

COMMENTS

This motor task does not require the discrimination necessary for the cancelling test, and performance is therefore a purer measure of psychomotor speed and eye-hand coordination.

EYEMOVEMENT TEST

- 98

Instructions

This test consists of two parts... Cancelling and Motor Speed... Each part contains two trials. All trials are 40 seconds in length and must be timed by the examiner using a stop-watch.

While the student is responding the examiner must count the number of reversals and rows in which the student makes a right-to-left sequence and the number of rows he skips and record this information on the answer sheet provided.

The Cancelling Test must always be given before the Motor Speed Test.

At the end of each trial, the Examiner should reassure the child that he did well.... explaining that he wasn't expected to be able to get all items completed in the time allowed.

PART II - MOTOR SPEED

Trial 1 (A-MS)

*"See these rows of boys. I want you to put a mark on every one like this (E demonstrates on sample). *I am going to start at the beginning of this first row and go right across it until the end and put a mark on each boy. (E demonstrates using first row). Then I go to the beginning of the next row and go right across it to the end. (E demonstrates using second row). When I say 'Go' you start at the beginning of this next row (third) and keep doing each row this way until I say 'Stop'."*

"Work as quickly as you can but be sure to put a mark on every boy."

"Ready Go."

After 40 seconds E says, "Stop" and records:

(a) number of reversals and rows in which student shows a reversal of left-to-right sequence.

(b) number of times student skips a line.

Trial 2 (B-MS)

After giving student a brief rest, E says, "Now, here are some more boys. I want you to put a mark on each one."

*The rest of the instructions are given verbatim from Trial 1 (A-MS) starting at asterisk. Time given for test, and scoring of test are the same as for Trial 1 (A-MS). After the child has completed the test, E should draw a horizontal line separating the examples and the child's work. This should be done out of the child's view.

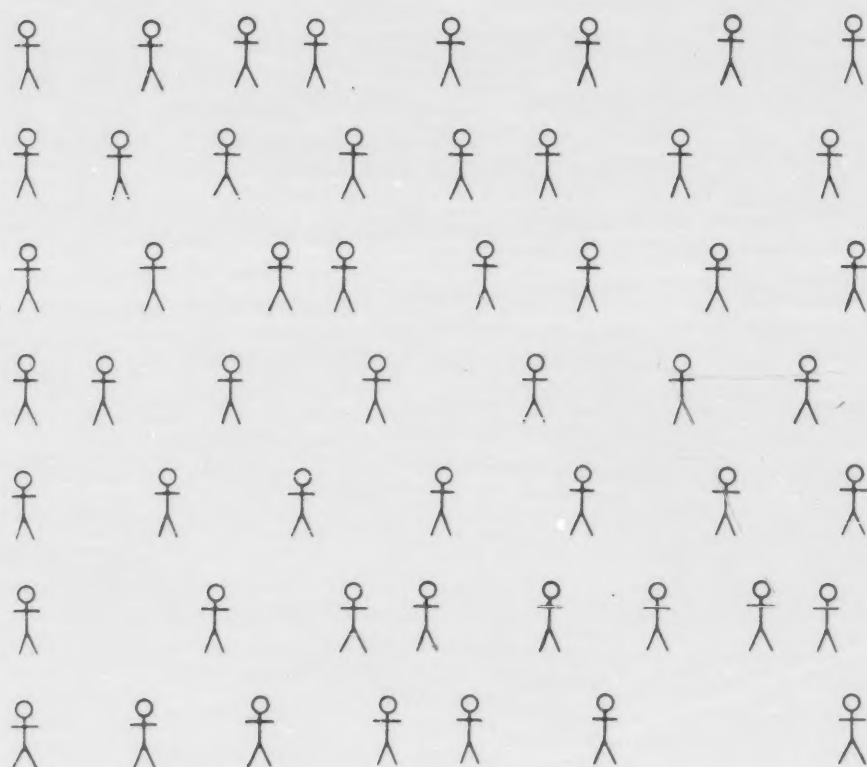
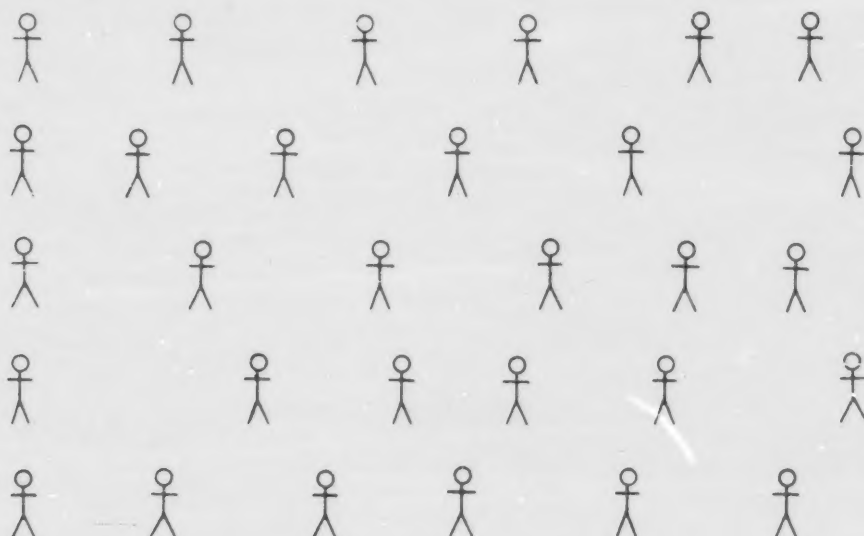
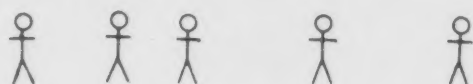
A-MS

NAME: _____

DATE: _____

STN

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B-MS

NAME: _____

DATE: _____

STN

- 101

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LANGUAGE BACKGROUND FACTORS

LANGUAGE BACKGROUND INTERVIEW

PURPOSE

This structured interview was developed¹ on the basis of the Gray and Klaus schema² in order to explore the home environmental factors related to the development of reading skills. It was designed in order to compare high and low socioeconomic status groups of children for 69 variables, including the quantity of media stimulation in the home and the quality of verbal interaction between mother and child. A measure of mean sentence length was also obtained as an indicator of the child's general language development.

DESCRIPTION AND PROCEDURE

There are 5 major sections:

1. Questions dealing with exposure to non-human stimulation in the home. "Do you watch T.V.; go the library.....?"
2. Questions dealing with the types of interaction a child has with his various family members. "Who teaches you the most new things?"

Responses to the first 2 sections are recorded by the examiner. The remainder of the interview is tape-recorded.

3. This section consists of showing the child a picture and asking him to talk about it for 2 or 3 minutes. The object is to obtain a measure of general language development.
4. This section explores the amount and kind of verbal reinforcement in the home. Does a child's mother typically respond to him in a verbal or non-verbal fashion? Is her response specific or general?
5. The questions in this section were designed to elicit perceptions of the expectations the child's mother and teacher have for him concerning his actions in school. Is behaviour or learning stressed?

The specific relationships between the home environmental variables and the results of the tests of reading skill are outlined by Caccamo in an unpublished thesis.

¹Caccamo, V. D. SES Environmental Process Variables and Elemental Reading Skills. Unpublished Ed.D. Thesis, University of California, Berkeley, 1973.

²Gray, S. W., & Klaus, R. A. An experimental preschool program for culturally deprived children. Child Development, 1965, 36, 887-898.

LANGUAGE BACKGROUND INTERVIEW

Instructions

The Language Background study has been set up as a structured interview in which the various questions below are read to the child. Questions may be repeated or reworded if the child does not appear to understand the instructions.

Recording

Responses to Parts I and II should be recorded on the response sheet. Some items require only check marks; for others verbatim responses should be recorded. Responses to Parts III, IV, and V are tape-recorded.

Introduction

After bringing the child to the testing room, E begins... "Today I'm going to show you some pictures and books and ask you some questions. Answer all the questions as well as you can but don't worry if you can't get the answers to some of them. If you don't understand a question tell me, and I will explain it to you. Okay?"

Questions

Part I

A 1. "Do you have a TV at home?"

If response is yes, proceed to #3; if response is no, ask:

2. "Have you ever had a TV at your house?" or "Do you watch TV nearly every day at someone else's house?"

If response is again no, proceed to section B. If response is yes, proceed with questions 3 to 7, prefacing each question with
"When you had a TV"

3. "Do you have a colour TV at home?"

4. "Who do you watch TV with most of the time?"

Do not read the list on the response sheet to the child.

5. a) "Do you watch TV before school?"
- b) "Do you watch TV during lunch?"
- c) "Do you watch TV after school?"
- d) "Do you watch TV before supper?"
- e) "Do you watch TV during supper?"
- f) "Do you watch TV after supper?"
- g) "Do you watch TV before bedtime?"

6. "What time do you go to bed at night?"

Try to obtain an actual time, using further questions if necessary.

7. "I'm going to tell you the names of some TV programs that you might watch and I want you to tell me if you watch them?"

Primarily Educational

- a) Sesame Street
- b) Romper Room
- c) Captain Kangaroo
- d) Hodge Podge Lodge
- e) Electric Company
- f) Chez Helene
- g) Mr. Rogers

Primarily Entertaining

- | | |
|---------------------|----------------------|
| a) World of Disney | f) That Girl |
| b) Cartoons | g) Eddie's Father |
| c) Lassie | h) My Three Sons |
| d) Partridge Family | i) All in the Family |
| e) Bewitched | j) Mod Squad |

Primarily Entertaining con't

- | | |
|------------------------|----------------------|
| k) Wild Kingdom | o) Hockey |
| l) Love American Style | p) Galloping Gourmet |
| m) News | q) Getting Together |
| n) Laugh-In | r) Longstreet |

B 1. "Do you have a radio in your house?"

2. "Do you ever listen to the radio?"

C 1. "Have you ever gone to the movies?"

D 1. "Do you have any storybooks of your own?"

If yes, E places a pile of storybooks on the table and says

2. "I want you to make a pile of books to show me how many storybooks of your own you have at home."

Record the number on record sheet.

3. "Tell me the names of your favourite storybooks."

E 1. "Do you have any comic books of your own?"

If yes, E places a pile of comic books on the table and says

2. "I want you to make a pile to show me how many comic books of your own you have at home."

Record the number on record sheet.

3. "What are your favourite kinds of comic books?"

F 1. "Do you get any magazines at your house?"

If yes, E places magazines on table and says

2. "I want you to show me the magazines like the ones you get at your house."

3. "Do you ever look at magazines at home?"

If yes, E says

4. "What magazines do you look at?"

G 1. "Do you get a newspaper every day at your house?"

If yes, complete section G, if no, proceed to H.

2. "Do you ever look at the newspaper?"

If yes, E places the newspaper on the table and says

G 3. *"Show me the parts of the paper that you usually look at."*

4. *"Do you ever look at the newspaper with someone else?"*

If yes

5. *"Who looks at the newspaper with you?"*

H 1. *"Do you have a record player in your house?"*

If yes

2. *"Do you have any records of your own?"*

I 1. *"Have you ever gone to the public library, the place where there are lots of books to look at?"*

If yes, complete section I, if no, ask only questions 4 and 5.

2. *"Who did you go to the public library with?"*

3. *"Did you bring any books home?"*

4. *"What kinds of books do you like best?"*

5. *"Do you ever take any books home from the classroom or the school library?"*

J 1. *"Did you take any trips during the summer, Christmas, or winter holidays?"*

If yes

2. *"Where did you go?"*

K 1. E shows the child pictures of various playthings and says

"Point to the pictures of the things you have at home or used to have."

E records the numbers of the pictures indicated by the child.

Part II

E asks the child if anybody at home does any of the following things with him. For any activity, if child answers yes, E says

"Who does that the most with you?" While many people may share a specific activity with the child, he must choose the one person who does it most frequently.

A 1. Reading-related Activities

- a) Read you stories?
- b) Teach you about reading?
- c) Teach you about the alphabet?
- d) Look at your school work?
- e) Help you with your school work?
- f) Ask you questions about school?
- g) Tell you stories?
- h) Read the funnies to you?
- i) Show you how to print?

- j) Teach you new words?
- k) Teach you about letter and word sounds?
- l) Listen to you tell stories?
- m) Listen to you say the alphabet?
- n) Look at books with you?

2. Nonreading-related Activities

Does anybody at home:

- a) Colour with you? Who?
- b) Paint with you?
- c) Help you put puzzles together?
- d) Build things with blocks with you?
- e) Play with cars (boy) or dolls (girl) with you?
- f) Go for walks with you?
- g) Show you how to ride a bike?
- h) Show you how to skate?
- i) Show you how to toboggan?
- j) Take you shopping?
- k) Take you camping?
- l) Take you to school?
- m) Take you to the park?
- n) Take you out to eat?

3. Who:

- a) Talks to you the most?
- b) Listens to you the most?
- c) Does the most things with you?
- d) Spends the most time with you?
- e) Teaches you the most new things?
- f) Goes the most places with you?
- g) Plays with you the most?

Parts III, IV, V

Responses in Parts III, IV, V are tape-recorded at 1 7/8 speed. E should record the child's name, school, grade and the date on the tape before beginning.

Part III

General Language Development Measure

E shows the child the picture and attempts to have him talk about it for two or three minutes by asking *"Tell me all about this picture."* If necessary, further questions may be asked *"What do you see?"* *"What's happening in this picture?"*

Part IV

The following six questions should be read to the child, one at a time:

1. *"What would happen if your teacher sent home a good note about you to your mother?"*
2. *"What would happen if you gave your mother a present for her birthday?"*
3. *"What would happen if you wrote your numbers right for your mother?"*
4. *"What would happen if your mother knew that you put all your snow clothes on by yourself?"*
5. *"What would happen if you printed your name right for your mother?"*
6. *"What would happen if you helped your mother around the house?"*

If the initial response for any question does not indicate that the mother would say anything, E inquires..... *"Would your mother say anything?"* If answer is yes, E asks..... *"What would your mother say?"*

Part V

The following four questions should be read to the child, one at a time:

1. *"Tell me all the things you can do at school that would make your mother happy."*
2. *"Tell me all the things you can do at school that would make your mother angry."*
3. *"Tell me all the things you can do at school that would make your teacher happy."*
4. *"Tell me all the things you can do at school that would make your teacher angry."*

It is important to allow the child to give as many spontaneous responses as he can. When spontaneous responses cease, E should encourage the child to give as many more as possible by asking such questions as.... *"Can you think of any other things that would make her feel good?"* It is important that the child give a minimum of three responses to each question; the more responses, the more helpful this series of questions will be.

STN:

Name: _____ Grade: _____ Date: _____

LANGUAGE BACKGROUND INTERVIEW

A 1. TV Now: Yes _____ No _____ 2. TV Previously: Yes _____ No _____ 3. Colour TV: Yes _____ No _____ 4. Watch TV with: (✓) a) _____ Self b) _____ Brother(s) c) _____ Sister(s) d) _____ Mother e) _____ Father f) _____ Other adult(s) g) _____ Other children 5. Watch TV: a) _____ Before school b) _____ During lunch c) _____ After school d) _____ Before supper e) _____ During supper f) _____ After supper g) _____ Before bedtime 6. Bedtime: _____ 7. TV Programs: <u>Educational</u> a) _____ Sesame Street (M., Aft.) b) _____ Romper Room (M.) c) _____ Captain Kangaroo (M.) d) _____ Hodge Podge Lodge (Aft.) e) _____ Electric Company (M., Aft.) f) _____ Chez Helene (M.) g) _____ Mr. Rogers (M., Aft.)	<u>Entertaining</u> a) _____ World of Disney (Eve.) b) _____ Cartoons (M., Aft.) c) _____ Lassie (Eve.) d) _____ Partridge Family (Eve.) e) _____ Bewitched (Aft., Eve.) f) _____ That Girl (Aft.) g) _____ Eddie's Father (Eve.) h) _____ My Three Sons (Eve.) i) _____ All in the Family (Eve.) j) _____ Mod Squad (Eve.) k) _____ Wild Kingdom (Eve.) l) _____ Love American Style (M, A, E) m) _____ News (M., Aft., Eve.) n) _____ Laugh-In (Eve.) o) _____ Hockey (Eve.) p) _____ Galloping Gourmet (M.) q) _____ Getting Together (Eve.) r) _____ Longstreet (Eve.) B 1. Radio: Yes _____ No _____ 2. Listen: Yes _____ No _____ C 1. Movies: Yes _____ No _____ D 1. Storybooks: Yes _____ No _____ 2. Number: _____ 3. Favourite storybooks: _____ _____ _____
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E 1. Comic Books: Yes ____ No ____

2. Number: _____

3. Favourite comic books:

F 1. Magazines: Yes ____ No ____

2. Names of magazines:

3. Look at magazines: Yes ____ No ____

4. Names of magazines

G 1. Newspaper: Yes ____ No ____

2. Look at newspaper: Yes ____ No ____

3. Part(s) looked at:

4. Look with someone: Yes ____ No ____

5. Whom? _____

H 1. Record player: Yes ____ No ____

2. Records: Yes ____ No ____

I 1. Public Library: Yes ____ No ____

2. With Whom? _____

3. Bring books home: Yes ____ No ____

4. Preferred books: _____

5. Books from school library: Y ____ N ____

J 1. Trips: Yes ____ No ____

2. Where? _____

K 1. Playthings (record numbers)

Part II

A 1. Reading-Related Activities

a) _____

b) _____

c) _____

d) _____

e) _____

f) _____

g) _____

Part II Continued	Part III
h) _____	d) _____
i) _____	e) _____
j) _____	f) _____
k) _____	g) _____
l) _____	Part III
m) _____	General Language Development
n) _____	_____
2. Nonreading-Related Activities	_____
a) _____	_____
b) _____	_____
c) _____	_____
d) _____	_____
e) _____	_____
f) _____	_____
g) _____	_____
h) _____	_____
i) _____	_____
j) _____	_____
k) _____	_____
l) _____	_____
m) _____	_____
n) _____	_____
3. Who?	_____
a) _____	_____
b) _____	_____
c) _____	_____

Part IV

What would your mother do if:

1. Your teacher sent home a good note about you?

2. You gave her a present for her birthday?

3. You wrote your numbers right for her?

4. You put all your snow clothes on by yourself?

5. You printed your name right for her?

6. You helped her around the house?

Part V

Tell me all the things you can do at school that would:

1. Make your mother happy.

2. Make your mother unhappy.

3. Make your teacher happy.

4. Make your teacher unhappy.

Name: _____ Grade: _____ Date: _____

LANGUAGE INTERVIEW - PART IV

E asks the 6 questions below consecutively (*). Inquiries are used when the original response was a non-verbal nature.

	Original Response	Inquiry 1	Inquiry 2
1. *What would happen if your teacher sent home a good note about you to your mother? Inquiry 1 - If your teacher sent home a good note about you to your mother, would your mother <u>say</u> anything? Inquiry 2 - <u>What</u> would she say?			
2. *What would happen if you gave your mother a present for her birthday? Inquiry 1 - If you gave your mother a present for her birthday, would she <u>say</u> anything? Inquiry 2 - <u>What</u> would she say?			
3. *What would happen if you wrote your numbers right for your mother? Inquiry 1 - If you wrote your numbers right for your mother, would she <u>say</u> anything? Inquiry 2 - <u>What</u> would she say?			
4. *What would happen if your mother knew that you put all your snow clothes on by yourself? Inquiry 1 - If your mother knew that you put all your snow clothes on by yourself, would she <u>say</u> anything? Inquiry 2 - <u>What</u> would she say?			
5. *What would happen if you printed your name right for your mother? Inquiry 1 - If you printed your name right for your mother, would she <u>say</u> anything? Inquiry 2 - <u>What</u> would she say?			
6. *What would happen if you helped your mother around the house? Inquiry 1 - If you helped your mother around the house, would she <u>say</u> anything? Inquiry 2 - <u>What</u> would she say?			

TEST BEHAVIOR AND ATTITUDE

PUPIL BEHAVIOUR REACTION SHEETS

At the end of each testing session the examiner evaluated the child's attitude and behaviour during the session and recorded these judgments on a series of six rating scales. Variables such as attention, impulsivity, and rapport with the examiner were included.

STN:

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PUPIL BEHAVIOR RATING SCALES

NAME: _____ GRADE: _____ DATE: _____

Test Battery: A B C D E Test Administrator: _____

Total Testing Time: _____ minutes

SCALES

Attentive | | Inattentive

Reflective | | Impulsive

Alert | | Tired

Co-operative | | Unco-operative

Self-Confident | | Unsure

Good Rapport
With Examiner | | Poor Rapport
With Examiner

Any sensory or motor defects noted: vision,
hearing, articulation, motor coordination

INSTRUCTIONAL EXPOSURE

TEACHER INVENTORY

In any study of developmental patterns, it is necessary to attempt to differentiate between the effect of natural growth and that of instruction. With the cooperation of the nine classroom teachers involved in the study an instructional inventory was developed. The inventory, which contained items related to all areas of the pre-reading and reading programs, was completed by the teachers at the end of each month. During the hour required for completion of the inventory one of the test administrators involved in the study took responsibility for the classes, in turn. The teachers were asked to indicate concepts to which the children had been *exposed*, not those which they had *mastered*. Information reported by the teachers was summarized at three intervals, October, February, and June.

TEACHER INVENTORY
INSTRUCTIONAL STRATEGIES IN BEGINNING READING

KINDERGARTEN - GRADE ONE

1971-72

EDUCATIONAL RESEARCH SERVICES
THE BOARD OF EDUCATION FOR THE CITY OF LONDON

Revised 22 October 1971

CHECKLIST FOR GROUPING, AND PUPIL HANDICAPS

SCHOOL: _____ GRADE: _____

TEACHER: _____ DATE: _____

STUDENT	GROUP*	HANDICAP(S)†

*If reading groups are used, please record the number of the group in which the child is working, e.g. 1, 2, 3, 4, with 1 the highest group. After completion of the first form, indicate only changes in grouping within the month.

†Please note, beside each student's name, which if any of the following "conditions" he has: hearing, visual, behavioral-emotional, attention, on medication, physical handicap (specify), foreign language background, speech, mental retardation, other. After completion of the first form, only changes within the month need be indicated.

TEACHER: _____

DATE: _____

READING INSTRUCTION - KINDERGARTEN

Materials Used: If any published materials are used for reading instruction, please list them below, indicating the number of the page completed by the end of the month. If unchanged since last report, check below. If no published materials are used, check below.

Group 1	Pg. No.	Group 2	Pg. No.	Group 3	Pg. No.	Group 4	Pg. No.	Same For All	Pg. No.

Unchanged: _____ No published materials used: _____

Do children regularly watch "Sesame Street" in school? Yes _____ No _____

TEACHER: _____

DATE: _____

READING INSTRUCTION - GRADE ONE

Approach(es) Used: (Check one or more. If unchanged since last report, check below.)

	GROUP				Same For All
	1	2	3	4	
Basal Reader Alone					
Basal Reader and Workbook					
Language Experience					
Individualized Reading					
Other (specify)					

Unchanged: _____

Materials Used: For each reading group, please list the instructional materials used during the month, indicating the number of the last page completed by the end of the month. Include readers, workbooks, other published materials. If unchanged since last report, check below.

Group 1	Pg. No.	Group 2	Pg. No.	Group 3	Pg. No.	Group 4	Pg. No.	Same For All	Pg. No.

Unchanged: _____

Are guidebooks accompanying basal readers used?

Yes _____
No _____

SEQUENCE OF INSTRUCTIONAL ACTIVITIES

DATE: _____ TEACHER: _____ GRADE: _____

(Please complete the record by the end of the month. Indicate by a check mark if the children have been exposed to the materials and concepts, or, where indicated, list materials and concepts presented.)

A. AUDITORY CONCEPTS Have the children had experience in:	GROUP				
	1	2	3	4	Same For All
1. Listening for <u>first</u> - everyday sounds, words, letters, etc.					
2. Listening for <u>last</u> - everyday sounds, words, letters, etc.					
3. Listening for <u>beginning</u> - everyday sounds, words, letters, etc.					
4. Listening for <u>end</u> - everyday sounds, words, letters, etc.					
5. Listening for <u>end</u> - everyday sounds, words, letters, etc.					
6. Listening to or listening for <u>rhyming</u> words					
7. Producing words that <u>rhyme</u>					
8. Listening for everyday sounds, words, letters, etc. that are <u>alike</u>					
9. Listening for everyday sounds, words, letters, etc. that are not <u>alike</u>					
10. Listening for everyday sounds, words, letters, etc. that are the <u>same</u>					
11. Listening for everyday sounds, words, letters, etc. that are <u>not the same</u>					
12. Listening for everyday sounds, words, letters, etc. that are <u>different</u>					
13. Listening for everyday sounds, words, letters, etc. that <u>start with</u>					
14. Listening for everyday sounds, words, letters, etc. that <u>end with</u>					

B. ALPHABET	GROUP				
	1	2	3	4	Same For All
1. When teaching, have you used the term <u>alphabet</u> ?					
2. Have the children had experience in: <u>Hearing</u> the alphabet repeated or sung					
3. <u>Singing</u> the alphabet					
4. <u>Saying</u> the alphabet					
C. WORD					
1. When teaching, have you used the term <u>word</u> ?					
2. When teaching, have you used the term <u>word parts</u> or <u>parts of words</u> ?					
3. Have the children had experience in: Non-directed observation of printed words, e.g. words displayed in room					
4. Directed observation of printed words in sentences					
5. Directed observation of single printed words					
6. Have the following word-related concepts been presented?					
7. <u>under</u>					
8. <u>beside</u>					
9. <u>over</u>					
10. <u>below</u>					
11. <u>above</u>					
12. <u>on top of</u>					
13. <u>between</u>					
14. <u>last</u>					
15. <u>first</u>					
16. <u>beginning</u>					
17. <u>middle</u>					
18. <u>end</u>					
19. <u>space between</u>					
20. <u>make a box around</u>					
21. <u>make a circle around</u>					
22. <u>draw a line through</u>					
23. <u>underline</u>					
24. <u>draw a line under</u>					
25. <u>little word</u>					
<u>big word</u>					

	GROUP				
	1	2	3	4	Same For All
26. long word					
27. short word					
28. put a ring around					
29. put an X on					
30. cross out					
31. line					
32. row					
33. make the shape of					
34. corner					
35. side					
36. together					
37. apart					
38. in parts					
<u>D. LETTER</u>					
1. When teaching, have you used the term <u>letter name</u> or <u>name of the letter</u> ?					
Have the children had experience in:					
2. Non-directed observation of printed letters, e.g. alphabet on display in room, alphabet books available					
3. Directed observation of single printed letters					
4. Manipulating letter cards or plastic letters, e.g. matching, ordering, word building					
5. Joining dots or broken lines to make complete letter forms					
6. Tracing letter forms with fingers, crayons, etc.					
7. Making letter forms from plasticene					
Have the following letter-related concepts been presented?					
8. capital letter					
9. vowel					
10. consonant					

11. Which, if any, letter names have been taught during the month? List in order of presentation:

	Group 1	Group 2	Group 3	Group 4	Same For All
Upper Case					
Lower Case					

12. Which if any letters have the children been taught to print during the month? List, in order of presentation:

	Group 1	Group 2	Group 3	Group 4	Same For All
Upper Case					
Lower Case					

<u>E. BOOK</u> Have the children had experience in:	GROUP				
	1	2	3	4	Same For All
1. Activities involving left-to-right orientation					
Paying attention to detail, e.g. finding differences or missing parts in -					
2. <u>pictures</u>					
3. <u>words</u>					
4. <u>letters</u>					
5. Using a pencil, marking pen, or crayon					

	GROUP				
	1	2	3	4	Same For All
6. Is speed ever required of children in pencil and paper tasks?					
Have the following book-related concepts been presented?					
7. front					
8. back					
9. cover					
10. title					
11. page					
12. across the page					
13. bottom					
14. top					
15. left side					
16. right side					
17. line (of print)					
18. sentence					
19. paragraph					
Have the following punctuation marks been presented?					
20. period					
21. question mark					
22. ✓ comma					
23. hyphen					
24. dash					
25. exclamation mark					
26. quotation mark					

KINDERGARTEN

F. PHONEMES Have the children had experience in:	GROUP				
	1	2	3	4	Same For All
1. Hearing the separate words in compound words and blending them to make words					
2. Hearing the separate syllables in words and blending them to make words					
3. Hearing the separate phonemes (sounds) in words and blending them to make words					
In teaching, have you used the term					
4. letter sound					
5. or sound of the letter					
6. or sounds like the sounds that are in words					
7. what the letter says					

8. Which if any letter sounds have been emphasized during the month? List, in order of presentation.

Group 1	Group 2	Group 3	Group 4	Same For All

9. Are letter sounds presented in words? Yes _____ No _____
 10. Are letter sounds presented in isolation? Yes _____ No _____

G. SIGHT VOCABULARY

List in order of presentation, the words, if any, presented formally as sight words, during the month:

Group 1	Group 2	Group 3	Group 4	Same For All

H. TEACHER PREPARED MATERIALS

Please attach one dated copy of any pencil and paper exercises which are related to reading and which the children have completed during the month.

GRADE ONE

F. PHONEMES Have the children had experience in:	GROUP				
	1	2	3	4	Same For All
1. Hearing the separate words in compound words and blending them to make words					
2. Hearing the separate syllables in words and blending them to make words					
3. Hearing the separate phonemes (sounds) in words and blending them to make words					
In teaching, have you used the term					
4. letter sound					
5. or sound of the letter					
6. or sounds like the sounds that are in words					
7. what the letter says					

8. Which, if any, letter sounds have been taught during the month? List, in order of presentation. Include consonants, blends, digraphs, vowels:

Group 1	Group 2	Group 3	Group 4	Same For All

9. Are letter sounds presented in words? Yes _____ No _____

10. Are letter sounds presented in isolation? Yes _____ No _____

11. Have the children had experience in sound substitution? List in order the sounds used in substitution during the month.

Group 1	Group 2	Group 3	Group 4	Same For All

G. SIGHT VOCABULARY

Have any sight words, in addition to the words of the basal reader, been presented formally during the month? List, in order of presentation.

Group 1	Group 2	Group 3	Group 4	Same For All

H. TEACHER-PREPARED MATERIALS

Please attach one dated copy of any paper and pencil exercises which are related to reading and which the children have completed during the month (seatwork papers).

I. Do children regularly watch "Sesame Street" in school? Yes ____ No ____

TEACHER RATINGS

June 1972

Note: On the attached list you are asked to make two ratings for each child, as described below.

GENERAL READING ACHIEVEMENT

Major emphasis should be given to the child's skill in oral reading, without special concern for comprehension.

Rate each student's achievement in terms of the skill usually or normally developed by an average child at various times during a particular grade. If, for example, a student at the time of rating has developed the skill normally expected by the end of October of grade 1, his rating would be I-2 - i.e., first grade, second month. If his skill development at the rating time is typical of a grade 2 student at the end of December his rating would be I-10. (Table A can be used to determine the numerical code for each grade-month combination.)

ATTITUDE TOWARD READING

Rate each student's general *attitude* toward reading on the following five-point scale.

- 1 - hates reading - never reads if he can avoid it
- 2 - seems to dislike reading more than some other activities
- 3 - feeling towards reading is like that toward most activities
- 4 - seems to like reading better than some other activities
- 5 - loves to read - takes advantage of every opportunity to do so

Try to use all of the rating scale values if possible. Use category 3 only when you simply can't decide whether or not the child's attitude is positive or negative.

TABLE A

Month	GRADE			
	K	1	2	3
September	0-1	I-1	II-1	III-1
October	0-2	I-2	II-2	III-2
November	0-3	I-3	II-3	III-3
December	0-4	I-4	II-4	III-4
January	0-5	I-5	II-5	III-5
February	0-6	I-6	II-6	III-6
March	0-7	I-7	II-7	III-7
April	0-8	I-8	II-8	III-8
May	0-9	I-9	II-9	III-9
June	0-10	I-10	II-10	III-10

The section omitted (pp. 137-146) contains the following standardized tests:

Gates Mac Ginitie Primary, A Reading Test.

Teachers' College, Columbia University, 1964.

Gray Oral Reading Test, Bobbs-Merrill, 1963.

WORD ATTACK

SUBSKILLS

Ability to analyze and decode unfamiliar words.

CHANNELS USED

Stimulus - visual
Process - visual perception and decoding
Response - oral

TEST DESCRIPTION AND PROCEDURE

This 73 item test is divided into 6 subtests of varying length. The target items are nonsense words which the child is asked to decode. Both response and latency of response are recorded. Five of the subtests are designed to measure 3 main word analysis skills:

- comparison to known words
- structural analysis
 - (a) compound words
 - (b) little words in big
 - (c) root words, prefix, suffix and inflectional ending
- phonic analysis and phonic generalizations

The child is first taught that most of the words he is going to see will be "funny" words, i.e., nonsense words. He is asked to "try and figure out what they say". After each test, a more specific inquiry is made for each nonsense word to which a response was given.

The remaining subtest contains items from each of the other subtests in random order and is designed to assess the child's flexibility in his word attack strategy. In this subtest only, the child is required to explain how he knew what the nonsense word said - "How did you figure out what that one said?"

COMMENTS

Since the completion of the 1971-72 testing, pilot testing of a revised and expanded version of the Word Attack Test has been undertaken. The subtest for "Compound Words" was deleted as there was not sufficient variability of performance among the subjects. "Phonic Generalizations and Analysis" subtest was divided into 2 subtests and each was expanded. Two new tests "Add, Delete and Rearrange" and "Sound Substitution" were added. The other 2 tests were both expanded, and an item analysis was done on all the items within the revised test battery.

The instructions and the administration of the tests were altered and simplified. Copies of the instructions and tests were appended.

Instructions

Before bringing the child to the testing room, E should record the child's name, grade, school, and the date on the tape. E should also record appropriate entries on tape record sheet. All responses are tape-recorded at a speed of 1 7/8. Check to see if volume is at proper setting, and that you have pushed red record button. Explain to the child that his responses are to be tape recorded and teach him how he is to speak into the microphones.

Introduction

"See these little cards." (E shows back of card pack.) "I'm going to show you a word on one of these cards and I want you to tell me what it says. Ready?" (E exposes the word *Mother* as she says the word 'ready'.) If the child is unable to read the word *Mother*, or reads it incorrectly, E should tell him the correct response.

"Now I'm going to show you something that looks like a word but it isn't really a word. We'll call it a 'funny word'. Ready?" (E exposes the word *pand* as she says the word 'ready'.) If the child is unable to read the 'funny word', or reads it incorrectly, e.g. *pond*, E should tell him the correct response.

F - Flexibility of Attack

"We're going to look at some more real words and 'funny words' on these cards. Try as hard as you can to figure out what they say, but don't worry if you can't get some of them. Some of them are hard. If you can't get them, we'll just go on to the next one. Here's the first one. Ready?"

E shows the child the test words one at a time, being careful to say 'ready' as she exposes each item. If no response is made after ten seconds, proceed to the next item. After the child's response is complete, or if he gives no response, E should say 'O.K.' to signal the completion of that item.

For each 'funny word' to which a response is made, E asks, immediately following the response, "How did you figure out what that one said?" or "How did you do that one?"

A - Comparison to Known Words

(Test) "We're going to look at some more real words and funny words on these cards. Ready?" E shows the child the test words one at a time being careful to say 'ready' as she exposes each item, to add 'O.K.' after child has responded, or after 10 seconds have elapsed with no response. E should separate test cards into two piles as the test is being administered: a discard pile containing real words and attack (funny) words to which no response is made; an inquiry pile containing attack words to which a response (either right or wrong) is made. E should indicate on record sheet the attack words used for the inquiry.

(Inquiry) "I'm going to show you each 'funny word' again and I want you to tell me what real word it looks like. What real word does this look like? Ready?" E shows the child each word in the inquiry pile, being careful to say 'ready' as she exposes each item and 'O.K.' after child has responded or after ten seconds have elapsed with no response.

B a - Structural Analysis

(Test) "We're going to look at some more real words and 'funny words' on these cards. Ready?" E administers this part of test as A (Test) above.

(Inquiry) "I'm going to show you each funny word again and I want you to tell me if you see any real words in the 'funny words'. Do you see a real word in this funny word? Ready?" E administers this part of test as A (Inquiry) above.

B b - Little Words in Big

(Test) "We're going to look at some more real words and 'funny words' on these cards. Ready?" E administers as A (Test).

(Inquiry) "I'm going to show you each 'funny word' again and I want you to tell me if you see a little word in the funny word. Do you see a little word in this 'funny word'? Ready?" E administers as A (Inquiry).

B c - Root Word, Prefix, Suffix, Inflectional Ending

(Test) "We're going to look at some more real words and 'funny words' on these cards. Ready?" E administers as A (Test).

(Inquiry) "I'm going to show you each 'funny word' again and I want you to tell me what part of the word you know right away as soon as you look at it. What part of this one do you know right away as soon as you look at it? Ready?" E administers as A (Inquiry).

C - Phonic Analysis and Phonic Generalizations

(Test) "We're going to look at some more real words and 'funny words' on these cards. Ready?" E administers as A (Test).

(Inquiry) "I'm going to show you each 'funny word' again, and I want you to tell me what part of the word you know right away as soon as you look at it. What part of this one do you know right away as soon as you look at it? Ready?" E administers as A (Inquiry).

STN:

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Name: _____ Grade: _____ Date: _____

WORD ATTACK TEST: FLEXIBILITY

Test Word	Response	Time in Seconds	Inquiry Response	Time in Seconds
good				
delp				
venly				
woyl				
can				
retic				
housegarden				
prolac				
Father				
shuz				
boxrabbit				
tifer				
frog				
lunck				
frin				
sime				
run				

STN:

Name: _____ Grade: _____ Date: _____

WORD ATTACK TEST

A. Comparison to Known Word

Test Word	Response	Time in Seconds
John		
delp		
down		
hame		
look		
lunck		
glay		
dack		
see		
stovy		
stam		
hox		
little		

B. Structural Analysis: a) Compound Words

Test Word	Response	Time in Seconds
boxrabbit		
tryride		
bookturtle		
housegarden		
robinman		
grassfriend		

B. Structural Analysis: b) Little Words in Big		
Test Word	Response	Time in Seconds
up		
argo		
atch		
frin		
we		
smand		
itoo		
seecoy		
away		

B. Structural Analysis: c) Root Word, Prefix, Suffix, Inflectional Ending		
Test Word	Response	Time in Seconds
prolac		
and		
nalng		
tifer		
boat		

B. Structural Analysis: c) Root Word, Prefix, Suffix, Inflectional Ending		
Test Word	Response	Time in Seconds
for		
adnec		
enres		
unhin		
go		
retic		
venly		

C. Phonic Analysis and Phonic Generalizations		
Test Word	Response	Time in Seconds
oh		
blar		
reet		
fid		
he		
fraip		
voc		
shuz		
you		
geam		
woyj		
sime		
in		
lec		
swoze		
big		

STN:

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Name: _____ Grade: _____ Date: _____

WORD ATTACK TEST: INQUIRY

A. Comparison to Known Word

Test Word	Inquiry Response	Time in Seconds
delp		
down		
hame		
lunck		
glay		
dack		
stovy		
stam		
hox		

B. Structural Analysis: a) Compound Words

Test Word	Inquiry Response	Time in Seconds
boxrabbit		
tryride		
bookturtle		
housegarden		
robinman		
grassfriend		

B. Structural Analysis: b) Little Words in Big

Test Word	Inquiry Response	Time in Seconds
argo		
atch		
frin		
smand		
itoo		
seecoy		

B. Structural Analysis: c) Root Word, Prefix, Suffix, Inflectional Finding

Test Word	Inquiry Response	Time in Seconds
adnec		
enres		
unhin		
retic		
venly		
prolac		
nalng		
tifer		

C. Phonic Analysis and Phonic Generalizations		
Test Word	Inquiry Response	Time in Seconds
blar		
reet		
fid		
fraip		
voc		
shuz		
geam		
woyj		
sime		
lec		
swoze		

STN:

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Name: _____ Grade: _____ Date: _____

WORD ATTACK TEST: INQUIRY

Place check mark beside each item on which inquiry is made

A.

delp	
dowm	
hame	
lunck	
glay	
dack	
stovy	
stam	
hox	

B.(b)

argo	
atch	
frin	
smand	
itoo	
seecoy	

C.

blar	
reet	
fid	
fraip	
voc	
shuz	
geam	
woyj	
sime	
lec	
swoze	

B.(c)

adnec	
enres	
unhin	
retic	
venly	
prolac	
naling	
tifer	

B.(a)

boxrabbit	
tryride	
bookturtle	
housegarden	
robinman	
grassfriend	

WORD ATTACK - PHONIC GENERALIZATION

E says *"I am going to show you some sets of letters put together to look like words. They are not real words - they just look like words. I want you to look carefully at this one and tell me what it says."*

Example

E exposes example (op) and says *"What does this one say?"*

If child responded correctly, E says *"Good".*

If child fails to respond, E says *"It says op".*

If child decodes phonemes separately (o-puh), E says *"No, say it like a word - it says op."*

If child responds with a real word, E says *"No, that is a real word, isn't it. None of these are real words. It says op."*

If child responds otherwise incorrectly, E says *"No, it says op."*

After example, E says *"That sounds funny, doesn't it? That's because it's not a real word. Alright, here are some more. Remember that none of them are real words. If you don't know how to say some of them, try and guess."*

E exposes stimulus sets one at a time, using the sentence - *"What does this one say?"* or *"Can you guess?"* at his discretion when necessary to keep the child's attention focused or to encourage a response. A maximum of 10 seconds is allowed for the child's response.

Recording - All responses are recorded verbatim phonetically

Scoring - + if child decodes correctly, using the four rules of vowel pronunciation

- if child decodes incorrectly

leave space blank if child does not respond or says *"I don't know".*

STN:

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Name: _____ Grade: _____ Date: _____

WORD ATTACK - PHONIC GENERALIZATION

ITEM	STIMULUS WORD	RESPONSE	SCORE
Example	öp		X
1	lom (löm)		
2	gaip (gāp)		
3	mab (māb)		
4	fro (frō)		
5	ri (rī)		
6	soam (sōm)		
7	le (lē)		
8	mape (māp)		
9	lis (līs)		
10	heke (hēk)		
11	sule (sūl)		
12	toeb (tōb)		
13	bu (bū)		
14	reat (rēt)		
15	sib (sīb)		
16	jome (jōm)		

WORD ATTACK - ADD-DELETE-REARRANGE

E says "I am going to show you some sets of letters put together to look like words. They are not real words, they just look like words. I want you to look carefully at this one and tell me what it says."

Example

E exposes example (shan) and says "What does this one say?"

If child responds correctly, E says "Good".

If child fails to respond, E says "It says shan."

If child decodes phonemes separately, (sh-a-n) E says "No, say it like a word. It says shan."

If child responds with a real word, E says "No, that is a real word, isn't it? None of these are real words. It says shan."

If child responds otherwise incorrectly, E says "No, it says shan."

After example, E says "That sounds funny, doesn't it? That's because it's not a real word."

E says "I have some cards here. On each side of the card there are sets of letters put together to look like words. Remember that none of them are real words -- they just look like words. I will show you one side and tell you what it says. Then I will show you the other side and I want you to tell me what it says. If you don't know how to say some of them, try and guess."

E exposes stimulus sets, saying "If this says ____, what does this say?"

If child does not respond within 5 seconds go on to the next item.

Recording - All responses are recorded verbatim.

Scoring - + if child decodes correctly, latitude allowed in vowel pronunciation (e.g. ă or ā accepted).

- if child decodes incorrectly.

leave space blank if child does not respond or says "I don't know."

STN:

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Name: _____ Grade: _____ Date: _____

WORD ATTACK - ADD-DELETE-REARRANGE - RESPONSE SHEET

ITEM	STIMULUS WORDS	RESPONSE	SCORE
Example	shan		X
1	ĩrt (ir)		
2	bōpō (pobo)		
3	ũr (urt)		
4	shār (shartel)		
5	gūpōly (pugoly)		
6	pība (iba)		
7	dītā (tadi)		
8	mīmō (imo)		
9	gōpĩ (gopily)		
10	nĩlt (ilt)		
11	tōdā (tod)		
12	mīm (mima)		
13	styn (tyn)		
14	shūrtēl (telsbur)		
15	kōkū (kuko)		
16	pōb (poba)		
17	gāpōly (gaply)		
18	ōrt (tor)		
19	tād (tado)		
20	ōnst (ston)		
21	ēlt (selt)		

WORD ATTACK - LITTLE WORDS IN BIG

PART A

E says "I am going to show you some sets of letters put together to look like words. They are not real words -- they just look like words. I want you to look carefully at this one and tell me what it says."

Example

E exposes example (fidap) and says "What does this one say?"

If child responds correctly, E says "Good".

If child fails to respond, E says "It says fidap."

If child decodes phonemes separately (fuh-i-duh-a-puh) E says
"No, say it like a word. It says fidap."

If child responds with a real word, E says "No, that is a real word, isn't it. None of these are real words. It says fidap."

If child responds otherwise incorrectly, E says "No, it says fidap."

After example, E says "That sounds funny, doesn't it? That's because it's not a real word. Alright, here are some more. Remember that none of them are real words. If you don't know what the whole thing says, say part of it, but try to say it all. If you don't know, try and guess."

E exposes stimulus sets one at a time. A maximum of 2 seconds is allowed for child's response.

Recording - All responses are recorded verbatim phonetically.

Scoring - + if child decodes correctly the little word. It doesn't matter if rest of word is decoded incorrectly.

- if child decodes incorrectly the little word.

leave space blank if child does not respond or says
"I don't know".

STN:

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Name: _____ Grade: _____ Date: _____

WORD ATTACK - LITTLE WORDS IN BIG - RESPONSE SHEET

ITEM	STIMULUS	RESPONSE	SCORE
Example	fidap		
1	argo		
2	atch		
3	frin		
4	skand		
5	seeloy		
6	alyou		
7	itsu		
8	forlo		
9	liget		
10	onpar		
11	srout		
12	esdog		
13	allo		
14	uptig		
15	notle		
16	ombig		

WORD ATTACK - PHONIC ANALYSIS

E says *"I am going to show you some sets of letters put together to look like words. They are not real words - they just look like words. I want you to look carefully at each one and tell me what it says."*

Example

E exposes example, (keb), and says *"What does this one say?"*

If child responds correctly, E says *"Good".*

If child fails to respond, E says *"It says keb."*

If child decodes phonemes separately (kuh-e-buh) E says *"No, say it like a word. It says keb."*

If child responds with a real word, E says *"No, that is a real word isn't it? None of these are real words. It says keb."*

If child responds otherwise incorrectly, E says *"No, it says keb."*

After example, E says *"That sounds funny, doesn't it? That's because it's not a real word. Alright, here are some more. Remember that none of them are real words. If you don't know how to say some of them try and guess."*

E exposes stimulus sets, one at a time, using the sentence *"What does this one say?"* or *"Can you guess?"* at his discretion, when necessary to keep the child's attention focused or to encourage a response. A maximum of 10 seconds is allowed for child's response.

Recording - All responses are recorded verbatim phonetically.

Scoring - + if child decodes correctly, latitude allowed in vowel pronunciation (e.g. *ă* or *ā* accepted for *"a"*).

- if child decodes incorrectly.

leave space blank if child does not respond or says *"I don't know"*.

STN:

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NAME: _____ GRADE: _____ DATE: _____

WORD ATTACK - PHONIC ANALYSIS RESPONSE SHEET

ITEM	STIMULUS WORD	RESPONSE	SCORE
Example	kěb		X
1	um		
2	eng		
3	ber		
4	ki		
5	repa		
6	gla		
7	lue		
8	av		
9	luty		
10	esh		
11	sar		
12	deka		
13	loy		
14	smi		
15	tely		
16	vai		
17	kre		
18	zik		
19	unt		
20	bro		
21	eam		

WORD ATTACK - SOUND SUBSTITUTION

E says "I am going to show you some sets of letters put together to look like words. They are not real words - they just look like words. I want you to look carefully at this one and tell me what it says."

Example

E exposes example sib and says "What does this one say?"

If child responds correctly, E says "Good".

If child fails to respond, E says "It says sib."

If child decodes phonemes separately, (suh-i-buh), E says
"No, say it like a word. It says sib."

If child responds with a real word, E says "No, that is a real word, isn't it. None of these are real words. It says sib."

If child responds otherwise incorrectly, E says "No, it says sib."

After example, E says "That sounds funny, doesn't it? That's because its not a real word."

E says "I have some cards here. On each side of the card there are sets of letters put together to look like words. Remember that none of them are real words - they just look like words. I will show you one side and tell you what it says. Then I will show you the other side and you tell me what it says. If you don't know how to say some of them, try and guess."

E exposes stimulus sets. E says "If this says ____, what does this say?"

If child does not respond within 5 seconds go on to the next item.

Recording - All responses are recorded verbatim phonetically.

Scoring - + if child decodes correctly, latitude allowed in vowel pronunciation (e.g. ă or ā accepted).

- if child decodes incorrectly.

leave space blank if child does not respond or says
"I don't know".

STN:

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Name: _____ Grade: _____ Date: _____

WORD ATTACK - SOUND SUBSTITUTION

ITEM	STIMULUS WORD	RESPONSE	SCORE
Example	sib		X
1	dar-dat		
2	bool-beel		
3	bif-dif		
4	jol-rol		
5	geb-gef		
6	lun-lin		
7	pif-paf		
8	dur-lur		
9	zor-zon		
10	reab-rean		
11	mas-ras		
12	haf-hof		
13	fup-fum		
14	mol-mel		
15	pem-lem		
16	kieb-lieb		
17	tes-tus		
18	rin-ril		

WORD ATTACK - INFLECTIONAL ENDINGS

E says *"I am going to show you some sets of letters put together to look like words. They are not real words - they just look like words. I want you to look carefully at this one and tell me what it says."*

Example

E exposes example (bookry) and says *"What does this one say?"*

If child responds correctly, E says *"Good".*

If child fails to respond, E says *"It says bookry."*

If child decodes phonemes separately (b-oo-k-r-y) E says *"No, say it like a word - it says bookry."*

If child responds otherwise incorrectly, E says *"No, it says bookry."*

If child responds by saying *book*, E says *"That's part of the word isn't it? But its not the whole word. The whole word says bookry."*

If child responds with any other real word, E says *"No, that is a real word isn't it? None of these are real words. It says bookry."*

After example, E says *"That sounds funny doesn't it? Alright, here are some more. If you don't know how to say some of them, try and guess."*

E exposes stimulus sets one at a time. A maximum of 2 seconds is allowed for child's response.

Recording - All responses are recorded verbatim phonetically.

Scoring - + if child decodes correctly the target section (underlined). It doesn't matter about the remainder of the word.

- if target section is decoded incorrectly.

leave space blank if child does not respond or says *"I don't know"*.

STN:

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Name: _____ Grade: _____ Date: _____

WORD ATTACK - INFLECTIONAL ENDINGS

ITEM	STIMULUS WORD	RESPONSE	SCORE
Example	book <u>ry</u>		X
1	dog <u>ly</u>		
2	balled <u>ed</u>		
3	girl <u>ing</u>		
4	away <u>s</u>		
5	look <u>est</u>		
6	in <u>s</u>		
7	good <u>ing</u>		
8	father <u>est</u>		
9	mil <u>kly</u>		
10	day <u>ing</u>		
11	are <u>s</u>		
12	pig <u>est</u>		
13	mother <u>ed</u>		
14	big <u>ing</u>		
15	run <u>ly</u>		
16	fish <u>est</u>		
17	yous <u>es</u>		
18	all <u>ed</u>		
19	yellow <u>ly</u>		
20	door <u>ed</u>		

WORD ATTACK - COMPARISON TO KNOWN WORDS

E says "I'm going to show you some cards with letters on them that will look like real words. They used to be real words but I've changed part of them. I'm going to show them to you one at a time. See if you can tell me what the real word was. Try this one. What do you think the real word was?"

E shows example greeep.

If child responds correctly, (green), E says "Good".

If child fails to respond, E says "The real word was green."

If child responds by simply decoding the stimulus letters, (greeep), say "You're telling me what it says - What do you think the real word was before I changed it?"

If child responds (to initial question or to the above question) otherwise incorrectly, E says "No, the real word was green."

After example, E says "Alright, here are some more. Remember, you try to tell me what the real word was. If you don't know, try and guess."

E shows stimulus sets one at a time.

Recording - All responses are recorded verbatim phonetically.

Scoring - + if child responds correctly, i.e. with a real word, whether or not it is the original Sight Vocabulary word, provided only one phoneme of the stimulus word is changed.

- if child responds incorrectly.

leave space blank if child does not respond or says "I don't know".

STN:

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Name: _____ Grade: _____ Date: _____

COMPARISON TO KNOWN WORDS - RESPONSE SHEET

ITEM	STIMULUS WORDS	RESPONSE	SCORE
Example	greep		
1	oway		
2	laak		
3	deg		
4	unden		
5	marning		
6	sha		
7	gerl		
8	ather		
9	thes		
10	mither		
11	zur		
12	gellow		
13	gaad		
14	ull		
15	anound		
16	tha		
17	eaf		
18	tume		
19	nilk		
20	pid		

PROPOSED CONVERSION OF INDIVIDUAL TESTS TO GROUP FORMAT

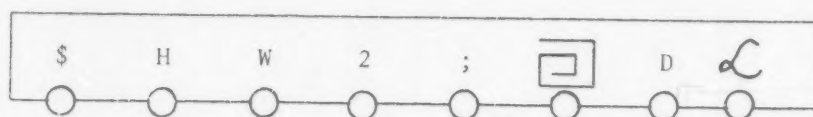
VISUAL

1. Visual Language Concepts

This test does not convert readily into group format.

2. Concept of Letters

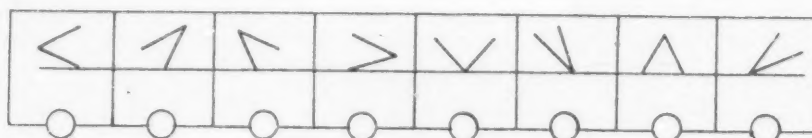
This test remains the same except for the response which would be motor instead of oral. e.g.



"Some of the marks in this box are real letters and some are not. Look for all the real letters. Fill in the circles that are under the real letters."

3. Letter Orientation

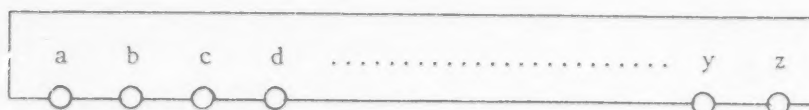
Stimulus letters are presented in each of 8 different orientations on a printed response sheet. e.g.



"Look for the letter that is sitting right side up on the line. Fill in the circle under this letter."

4. Visual Template

Stimulus part-letters are presented in large flash cards in front of class. Response sheet has 26 boxes, each containing the letters of the alphabet.

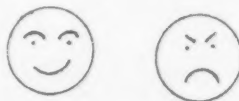


*"Here is a letter with some parts missing." (Remove flash card.)
"Look for the letter it really is when there are no parts missing.
 Fill in the circle under that letter."*

5. Visual Recognition

Stimulus items are presented on large flash cards. Yes/No response sheet.

e.g.*

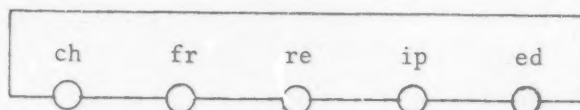


"I'm going to show you some sets of letters. Look carefully at each one. If it is a real word, put a mark in the 'yes' face. If it is not a word, put a mark in the 'no' face."

6. Visual Segmentation

Stimulus letters are presented on printed response sheet.

e.g.



"Look for the two letters side by side that you have seen before as part of a real word. Fill in the circles under these two letters."

AUDITORY

7. Auditory Language Concepts

This test does not convert readily into group format. It would be very lengthy and difficult to administer. Reduced version could be given using yes/no response sheet.

e.g.*



8. Phoneme Span

This test cannot be converted to group administration.

9. Auditory Segmentation

This test cannot be converted to group administration.

10. Auditory Blending

This test format would have to be changed considerably i.e., introduction of sound elements which would not blend into words. If child is able to blend, he could pick out the real words from the nonsense words.

but - ter

sa - nor

Using yes/no response sheet*

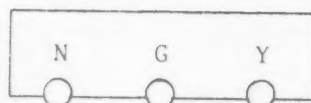


AUDITORY/VISUAL

11. Letter Recognition

This test remains the same.

e.g.



"Look for a G in this box. Fill in the circle under the G."

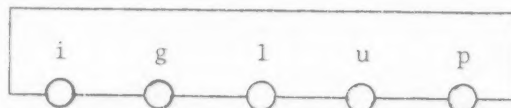
12. Letter Naming

This test cannot be converted for group administration as a production task. As a recognition task it is represented in letter recognition.

13. Phoneme-Grapheme Recognition

Stimulus graphemes are presented on a printed response sheet. Stimulus phonemes are presented orally by teacher.

e.g.



"Look for the letter that makes this sound ('puh'). Fill in the circle under that letter."

14. Grapheme-Phoneme Production

This test cannot be converted for group administration.

VISUAL/MOTOR

15. Cancelling

Complete test or reduced version could be included in the present format. Line skips and reversals could not be recorded.

16. Motor Speed

Complete test or reduced version could be included in the present format. Line skips and reversals could not be recorded.

*For all tests requiring a yes/no response, easily recognizable symbols are used to assist the child in making his response.